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THE UNIVERSITY OF ALBERTA

A DESCRIPTIVE STUDY OF THE IMAGE OF THE FACULTY OF BUSINESS ADMINISTRATION AND COMMERCE AT THE UNIVERSITY OF ALBERTA

by

© DARLEY SCHWANBECK

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF BUSINESS ADMINISTRATION

FACULTY OF BUSINESS ADMINISTRATION AND COMMERCE

EDMONTON, ALBERTA

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UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled, A DESCRIPTIVE STUDY OF THE IMAGE OF THE FACULTY OF BUSINESS ADMINISTRATION AND COMMERCE AT THE UNIVERSITY OF ALBERTA, submitted by DARLEY SCHWANBECK in partial fulfillment of the requirements for the degree of Master of BUSINESS ADMINISTRATION.

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Dallas Cullen.

Michael E. Stiles

Date November 27, 1973

ABSTRACT

This thesis attempts to identify, measure, and describe some of the basic characteristics and behavior patterns (collectively called image components) of interest groups associated with the Faculty of Business Administration and Commerce, at the University of Alberta, Edmonton. It is hoped that the information presented will be meaningful to administrators and others having responsibilities with regard to Faculty affairs – particularly those interested in determining constituent reactions to some of the existing Faculty policies and the planning of future programs.

This report is, therefore, directed to students, Faculty administration, Faculty members, and members of the business community, working together in an attempt to make the operation of the Faculty of Business Administration and Commerce a more rewarding experience for all concerned.

This thesis is by no means a critique of past research on image or image components associated with business schools, nor is it written in the technical language of a social or behavioral scientist. Rather, an attempt has been made to present a general descriptive picture of some of the apparent characteristics and feelings of interest groups associated with the business school. It is hoped that this description will serve as a framework for further research in this area.

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CHAPTER 1

INTRODUCTION

In the study, Business Education and Faculty at Canadian Universities prepared for the Economic Council of Canada, Max von Zur-Muehlen points out that the lack of a viable organizational structure to represent the position and objectives of the business faculty has been one of the main weaknesses of Canadian university business education in the past.[1]

While it might be argued that the Faculty of Business Administration and Commerce at the University of Alberta has a suitable organizational structure to represent the position of the business school, the Faculty[2] and its committees have experienced difficulty in the identification of explicit objectives with which to appraise performance, control, coordination, as well as phases of the decision

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[1] Max von Zur-Muehlen, Business Education and Faculty at Canadian Universities, Economic Council of Canada, Information Canada, Ottawa, January 1971.

[2] Throughout this study, frequent use is made of the words Faculty and faculty. Because of the very different interpretations that could be given to the study, depending upon the choice of the word Faculty or faculty, it is necessary to briefly outline the distinction between the two words. The Faculty is the Faculty of Business Administration and Commerce, University of Alberta. The constituent parts of the Faculty include students, faculty members, organization, and other groups that have an interest to be served by the Faculty. The faculty is the academic staff and includes all who have academic appointments with the Faculty.

processes involved in its operation.[3] This inability of the Faculty to identify objectives seems to result primarily because the institution serves a multiplicity of interest groups with a multiplicity of goals and objectives.[4]

The establishment of some basis with which to measure and describe Faculty performance, control, coordination, as well as the decision processes, however, is still vital to the success of the institution.

The success or failure of the business school might be argued to be of major importance to society. In part the level of standard of living, academic progress, regional business survival, and response to changing business conditions, are determined largely by the educating, development, and distribution of sufficient individuals with business skills, business knowledge, and cultural and human appreciation. The number of individuals receiving a business education alone is important; but more important is the innovation of new, improved business methods with which these individuals can respond to changes in the business community. Providing business education and development for individuals depends largely on the business school. In the final analysis, it is the business school who is the prime initiator of

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[3] Report of the Long Range Planning Committee, Council of the Faculty of Business Administration and Commerce, April 25, 1972, p. 3.

[4] A. McGeachy and C. Williams, Unpublished memo directed to Dean E. J. Chambers, "Goals and Objectives", Faculty of Business Administration and Commerce, University of Alberta, March 24, 1972, p. 1.

the factors of a business education that not only influence the business community, but are necessary for the precipitation of business progress. Hence, considerable responsibility rests with the business school.

If it is necessary that the business school respond to this responsibility with continual increases in efficiency, explicit objectives and goals will have to be identified. If, however, some other measure existed to measure and describe business school progress, the difficult task of defining a multiplicity of goals and objectives might, in part, be alleviated.

Given then that increases in efficiency involve the ability of the business school to measure performance and progress against some specific criteria, if these criteria do exist, the measurement and description of business school image, within a conceptual frame of reference, has been proposed as a possible alternative to the explicit definition of objectives. In essence, an analogy should be drawn between objectives and image. The business school which is fulfilling its objectives should have a favorable image among the constituents it serves, while the school which is fulfilling its objectives to a lesser degree, should have a less favorable image.

A. THE PROBLEM

1. A Statement of the Problem

If business school success, failure, or level of efficiency is contingent on certain image components or characteristics,

identification and measurement of these characteristics would be of significant value to those factions involved with business education. This identification and measurement would, to a degree, establish a basis on which to evaluate business school efficiency or success. Thus, many business schools who are faced with problems of inefficiency could redirect resources, thereby eliminating a large degree of waste in the application of the factors of providing business education. The identification and measuring of these image components would also be of use to business school administrators in planning programmes and direction in the future. A measure of these image components would provide factual information on which to base decisions. The end result would be an advancement in the effort to put the process of business school evaluation on a more scientific basis.

2. The Purpose of the Study

The purpose of this study is to:

a) Identify and describe several interest groups that have an immediate influence on the image of business schools in general and an influence on the Faculty of Business Administration and Commerce, University of Alberta, in particular.

b) Describe and survey the components of image for each of the interest groups of the Faculty of Business Administration and Commerce, University of Alberta.

c) Provide factual information on interest group attitudes so as to facilitate decision makers in planning business school direction and programmes at the University of Alberta.

d) Provide a critical analysis of the results obtained.

B. FACTORS USED IN THE STUDY AND THEIR DEFINITIONS

In order to deal with the problem of this study, three questions have to be answered. First, what is meant by image? For the purposes of this study, image is defined as the aggregate stimulus value the business school has for particular interest groups. Second, to what degree is the image of the business school favorable? The measure of a favorable image employed in this study is the degree to which interest groups of the business school are satisfied with various features of the school. And third, what kinds of business schools are to be investigated in the study? The investigation of the study is confined to a single university offering a business education program.

Consequently, the study must be concerned with three basic categories of factors relative to the problem – a definition of image, the interest groups of the business school, and the university offering the business education program. The following discourse presents these factors and their definitions.

1. The Definition of Image Used in the Study

In this study the approach taken to the definition of image is in terms of factors that supposedly shape the image of the business school. Specifically, image is defined as the aggregate stimulus value the business school has for particular interest groups. The latter definition warrants further explanation. There are as many images as there are people reacting. No two people have identical images because

individual differences exist in life values, experiences (or backgrounds), and needs. These in turn beget differences in three interactive human processes of perceiving, thinking and feeling. The first important conclusion to be drawn, then, is that it is more important to refer to images than image. A corollary conclusion is that for the definition to have meaning, there must be a reference individual or group.[5] A further discussion of image is presented in Chapter II.

2. Interest Groups Included in the Study

As a practical matter, a business school interacts with too many people to explore in depth its image with each one. As a result, persons have been categorized into interest groups of the business school. The term "interest groups" is used in the study to mean those groups of people who have vested interest in the existence of the business school. Persons have been categorized into interest groups according to their membership in particular publics of the business school. While interest groups may have different images, the image any group has is composed of common elements from individual member images. The study presents an analysis of three broadly defined interest groups or publics of the business school – students, members of the business community, and faculty.

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[5]The definition of image used in this study was developed by W.J. Crissy in an article entitled "Image : What is it?", MSU Business Topics, Winter, 1971, pp. 77-80.

a) Students: The term "students" is used in this study to indicate persons who are enrolled at the business school whether in an undergraduate or graduate capacity at the University of Alberta.

b) Members of the Business Community: The term "members of the business community" is employed in this study to refer to those individuals who are involved in the process of operating a business, particularly at the decision making level. The study concerns itself with those members of the Edmonton, Alberta, business community who are in management or owner positions. While definitions of management are probably as profuse as the number of authors of managerial treatises, a definition by Ralph Davis is incorporated into the study:

> Management is the function of executive leadership. Its organic subfunctions are the creative planning, organizing, and controlling of the organizational activities for which the executive is responsible. They have to do with the accomplishment of the group and project objectives of the organization.[6]

c) Faculty Members: The term "faculty" refers to those persons charged with the responsibility of teaching and administering business subjects within the environment of the business school.

3. The Business School Chosen for the Study

The business school chosen for the study is the Faculty of Business Administration and Commerce at the University of Alberta, Edmonton. The school is comprised of approximately 1500 students,

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[6] Ralph Davis, The Fundamentals of Top Management, New York, Harper and Brothers, 1951, p. 785.

offers both Bachelor's and Master's degrees in business, and has about sixty instructors on staff.

C. THE HYPOTHESIS

It seems logical to assume that the business school that has a favorable image is serving the needs and values of its interest groups more so than the school which has a less favorable image. On this premise, it would be in the interest of a business school to determine and describe its image. Therefore, the object of this study is to consider the following hypothesis: The image of a business school can be described and evaluated in terms of image components and interest groups associated with the school. A measure of the image components can be used to aid in the direction of the school, or at least in part, be used to point out weaknesses or strengths in the school's operation.

D. PREVIEW

The arrangement and treatment of the data are meant to provide a logical and orderly sequence toward the solution of the problem. The second chapter of the study deals with the design of the study – methods of data collection, variable and interest group identification, samples used in the study, and limitations. The third chapter of the study presents results in a profile form for each of the interest groups surveyed. Chapter IV compares several findings of the study. The conclusion of the study is presented in Chapter V.

CHAPTER II

DESIGN OF THE STUDY

The study is of an exploratory nature concerned primarily with identifying three publics of the Faculty of Business Administration and Commerce at the University of Alberta and measuring their image toward that institution. It is hoped that the results of this study will add to the existing knowledge concerned with image description of business education institutions by providing information useful in planning future studies, or in the least, by pointing out weaknesses of present business school operations.

A. QUESTIONNAIRES USED FOR DATA COLLECTION

A large portion of the data for this study was collected by means of three questionnaires designed and developed in part by the author and taken in part from a similar study.[1] The information elicited, is, for the most part, biographical and attitudinal. The Student Survey Questionnaire, (Appendix A), consists of items designed to obtain business student opinions and reactions on various aspects of business education at the University of Alberta. The Faculty Survey, (Appendix B), and the Business Community Survey, (Appendix C),

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[1] Several questions relating to student demographic and socio-economic factors were taken from a study by N. Mehra, "The Resident Student: A Study of Student Opinions and Reactions", Office of Institutional Planning and Research, University of Alberta, May, 1971.

perform a similar function; consist of items designed to obtain opinions and reactions of faculty members and members of the business community respectively. Each questionnaire also included items on individual backgrounds as well as academic interests and aspirations.

To identify those image variables associated with a description and measurement of the image of the business school at the University of Alberta, a review of the literature on image was necessary.

B. A REVIEW OF THE LITERATURE ON IMAGE AND IMAGE MEASUREMENT

The literature on image has increased notably in the past decade but the rate of knowledge on image has not progressed accordingly. Part of the problem apparently stems from the inherent difficulty of the image concept itself. Characteristically, "image" has been treated in the literature as an intangible "something", a vague, untouchable, virtually immeasurable phenomenon.

Despite these difficulties however, there is still considerable similarity of opinion among authors as to image definition.[2] In view of this situation, only one discussion of image, that by William

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[2] See for example Leon Aron's "Does T. V. Viewing Influence Store Image and Shopping Frequency?" Journal of Retailing, Fall 1961, pp. 1-13; S. Rich and B. Portis, "The Imageries of Department Stores", Journal of Marketing April 1964, pp. 10-15; B. Weale, "Measuring the Customer Image of a Department Store", Journal of Retailing, Summer 1961, pp. 40-48; G. Fisk, "A Model for Studying Consumer Image", Journal of Retailing, Winter 61-62, pp. 1-8, 54.

J. E. Crissy, has been considered in this study.[3]

Crissy suggests that image is phenomenological and individual in nature. He argues that this position can be supported by existing knowledge about life values, experience, needs, perceiving, thinking, and feeling as these occur in individuals.

1. Life Values

Crissy suggests that research evidence indicates that an individual's life values (his perceptions of right and wrong, good or bad) gel relatively early and remain fairly stable with time. Values are disguised and become manifest only by inference from observation of a person's attitudes and choices. The desire to actualize these values becomes a strong motivational influence in everyone. This mechanism of self-actualization is illustrated by the investor who says, "The X Corporation is a real blue chip." Further inquiry reveals that the person sees values in the operation of this company that are important to him as an individual. Similarly, the individual who is "brand-locked" to a particular kind of automobile sees in the brand an extension of his own value system. Therefore, once the company becomes part of the life space of the individual there is some enlargement and expansion of the person's value system. The image held is in part self-image. The immediate deduction then is that life values compromise relevant variables in interpreting the data on images held.

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[3] William Crissy, op. cit., pp. 77-80.

2. Experience

Crissy points out that the life span of each individual involves a continuing interaction between the person and his environment. With the passage of time the relative amount of success and failure experienced by the individual influences his security orientation. The "successful" person finds his security within himself and equates it with self confidence. He perceives changes as "good" – new challenges and opportunity. In contrast, if the individual is buffeted by his environment and "fails" he tends to view change as "evil" – a threat. Security orientation growing out of prior experience is, therefore, likely to influence the images the person will have.

3. Needs

The third part of the arguement developed by Crissy maintains that while certain biological needs remain relatively stable with time, needs of a social and psychological nature tend to expand with time. Yesterday's luxury is today's necessity. As needs change with time so will the images held by individuals.

4. Perceiving

Perceiving forms the fourth part of Crissy's arguement. Values, experience, and needs influence the individual's perception, that is, how he takes in his environment and attaches meaning to it. There is an abundance of psychological evidence that perceiving is extremely subjective and selective. A professor and student of the same university may perceive the university quite differently. Each attends

selectively to different aspects of it. Each has different values, experiences, and needs to be filled. As a result, the identification of perceptions relevant to a particular referent individual or group are essential to a study of image.

5. Thinking

Fifthly, Crissy maintains that the inputs for thought process come from memory (past), and perceptions (present). A thought is a mixture of ingredients from these two sources. In a sense, then, the image an individual has is a blending of the past and present. This establishes the necessity for the identification of relevant background information on the group or individual in a study of image. In addition, the stimulus presented has to have elements in common with that past experience if an image is to be formed.

6. Feeling

Lastly, Crissy points out that it is seldom that an individual responds without emotion or feeling. The affective process in turn colours perception and thinking. Affective reactions are characterized by an inertia effect. Once aroused they remain aroused and become self-sustaining. A cranky child often remains cranky because he doesn't know why he is cranky. The second characteristic of feelings is the expansion effect. Once a feeling response is aroused it spills over to other aspects of the environment, to other incoming stimuli. A person with a single unfortunate experience with a particular product may vow never to buy another from that company and may see the

company itself in a very unfavorable light. These two characteristics, inertia and expansion, cause images to last and interact. Crissy's immediate conclusion from this is that an image study is incomplete without some investigation of feeling response vis-a-vis the company, the brand, or the store.

C. VARIABLES USED IN THE STUDY

The primary conclusion to be reached from Crissy's description was that in any image study, value and need variables in addition to demographic, economic, and attitudinal variables, must be included as they affect a person's perceptions, thoughts and feelings. To accomplish the latter task in this study, the information elicited from each of the "interest groups" was divided into three general areas: background information; values, experiences, and needs; and, "levels of satisfaction" toward specific aspects of the particular business school in question. The identification of appropriate variables for each of the latter three areas, however, was not accomplished without some difficulty. The variables had to be relevant to the interest group on the one hand, and relevant to the business school in question on the other.

Two exploratory steps were taken to provide a solution to the problem of variable identification for each of the areas. First a search of the literature[4] was made to determine what characteristics

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[4] A comprehensive list of the literature reviewed is presented in the bibliography.

and ingredients other studies had used. Second, unstructured interviews with a small sample from each appropriate group were carried out. Protocols of these interviews were content analysed to identify and describe the actual variables to be used in the larger study. As a result of the exploratory nature of the study, however, many variables were included which otherwise might have been omitted in a more rigorous and specific approach to image measurement. It should be pointed out that the primary purpose of this study was to measure and describe individual components of image for each of the interest groups rather than to determine an aggregate image.

Since an extensive number of individual variables were incorporated into the study, no attempt is made to explain or rationalize them on an individual basis. Rather, an explanation and the purpose for each of the three general groups of variables mentioned above (background variables; value, experience, need variables; and, satisfaction variables) is presented.

1. Background Variables

The purpose for obtaining background information on each of the interest groups was threefold:

a) to permit the specific identification of some of the biographical characteristics of each of the interest groups surveyed

b) to provide a general description of each of the interest groups

c) to provide the basis for explaining and analysing some of the possible image differences among members of a given interest group.

Questions 1 through 15 of the Student Survey Questionnaire, (Appendix A), background section, are intended to obtain background information on the business student population. Similarly, questions 1 through 15 of the Business Community Survey, (Appendix C), background section, are attempts to determine relevant information on the background of the members of the business community. The first 11 items on the Faculty Survey, (Appendix B), are attempts to obtain background information on faculty members.

2. Value, Experience, and Need Variables

The primary purpose for including a collection of value, experience, and need variables for each of the interest groups, was to facilitate possible explanations for the levels of satisfaction with various specific aspects of the business school in question. As outlined in the previous description of image by J. Crissy, there is some logical support for the contention that an individual's values, experiences, and needs affect his perceptions, thinking, and feeling.

In this study the value, need, and experience variables are necessarily business education related and different for each interest group.

The aggregate of the rating questions, multiple choice questions, and ranking questions of the Faculty Survey are attempts to measure some of the values, needs, and experiences of the faculty members. Questions 1 through 23 of the Business Community Survey, education section, are intended to measure and describe the values, needs, and

experiences of business community members as they are related to business education. Items 1 through 11 of the Student Survey Questionnaire are intended to perform a similar function for the business student population.

3. Satisfaction Variables

The "satisfaction" variables included in the study represent the main "image components" or image variables for each of the interest groups. Based on Crissy's prior definition that image is the aggregate stimulus value that the company, store, or brand has for a particular individual or group, it was decided that the image that any member of any interest group would have of the business school, would be partly contingent on his level of satisfaction with various features of the institution. In this study no attempt was made to determine the degree to which the level of satisfaction with any feature of the institution affected the aggregate image. The level of satisfaction which students expressed toward parking facilities, for example, was not construed to have any particular weighting or influence on aggregate image. Rather, their level of satisfaction was deemed to be indicative of their feelings and therefore likely to affect image.

Since the pre-survey interviews indicated that different interest groups are concerned with different features of the institution, separate sets of image components were developed for each interest group.

Items 1 through 9 of the Student Survey Questionnaire, level of satisfaction section, are intended to measure the level of

satisfaction that the student population has with various features of the business school in question. The items include academic staff, instruction, prestige, curriculum, examinations, student-staff relations, administration, student services, and physical facilities. Items 1 through 7 of the Faculty Survey, level of satisfaction section, are intended to perform a similar function for faculty members. The items include student attributes, instruction, school prestige, curriculum, evaluation of students, administration, and physical facilities. Since members of the business community are not directly affected by the physical features of the business institution in question, items 1 and 2 of the Business Community Survey, level of satisfaction section, are intended to measure the business community member level of satisfaction with various attitudes and attributes of the business students with whom they might have interacted.

D. VARIABLE MEASUREMENT AND CODING

The descriptive nature of the study somewhat simplified the measurement and coding of the data obtained. A numerical system indicating response position was used for the background variables and value, need, and experience variables in which possible answers were specified. In the Student Survey Questionnaire, background section, for example, if a student indicated he was married, it was coded as a 1; single, coded as a 2; and so on. In the system used, if no answer was indicated in the completed questionnaire, a "0" (missing value) was used to record the response. If two or more

answers to the same questions were checked, a "O" was also used to record the response. The actual values indicated for such open-ended items as age, number of years on staff, and number of years employed, were used to record the responses.

To measure the satisfaction that each interest group respondent had with each specific feature of the institution in question, a five point "level of satisfaction scale" was devised. Respondents were asked to rate each item by placing an "X" in the column indicating their level of satisfaction with each item. The levels of satisfaction ranged between "very high" and "very low". Respondents were advised that by placing an "X" in the first column of the scale that their level of satisfaction with that particular item would be very high, and so on.

As with the various sections of the questionnaire dealing with background and value, need, and experience variables, the satisfaction variable sections also had to be reduced to numerical results that would be meaningful, practical, and would allow some comparison among interest groups. For this purpose the numerical conversion system described previously was used. A "very high" response was coded as a 1, an "above average" response as a 2, an "average" response as a 3, a "below average" response as a 4, and a "very low" response as a 5. Two or more responses or no response at all were coded as a "O" (missing value).

E. SAMPLE SELECTION, COLLECTION OF DATA AND RESPONSE

Subjects of this study included business students and faculty

members from the Faculty of Business Administration and Commerce, University of Alberta, Edmonton; and members of the Edmonton business community. These latter groups were considered to be at least three of the important publics concerned with the image of the Faculty of Business Administration and Commerce. Several reasons are advanced in support of this premise. First of all, because students and faculty members form the essence of the Faculty as an entity, their interactions and reactions are by definition, an important part of the business school image or images. Business students form part of the aggregate stimulus affecting faculty member images, images amongst each other, images in the community at large, and images in the business community. Intuitively then, faculty members represent an analogous stimulus affecting business school image. In one capacity or another business school members (students, faculty) in turn interact with members of the business community. Students are often employed by members of the business community, and the faculty occasionally provides consultive services to the business sector. For these reasons it was felt that members of the business community formed a vital interest group in the consideration of business school image.

1. Student Sample

Students of this investigation were selected from the entire student population of the Faculty of Business Administration and Commerce, University of Alberta. They included students in undergraduate and graduate programs of business study. Out of a total of

1626 Faculty students, a judgement sample of 400 (approximately 25%) was selected for survey purposes. The sample was based on a single classification: year of studies. The following Table 2-1 presents the distribution of students over the classification noted above for the entire business student population as well as those selected in the sample. The first four years of study are representative of students enrolled in the undergraduate program, while years 5 and 6 indicate students enrolled in a graduate capacity.

Table 2-1 (B) also shows that heavy emphasis in the selected sample was placed on students enrolled in years 3 through 6. It was felt that students in these years would have had more time to develop definite ideas on Faculty "image", and therefore, would be a more meaningful group for survey purposes.

Students selected in the sample were grouped according to their presence in large business classes. For each year of study an attempt was made to survey a "core" course[5] of students. During the period in which this study was carried out however, no "core" classes were scheduled in years of study 1 and 4. Given the necessity of obtaining a sample of students from these years however, alternate classes of students were selected for survey purposes. The classes selected included Organizational Theory 303, Marketing 414,

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[5]In each year of study in the Faculty of Business Administration and Commerce students are required to take one or more "core" courses. These courses are compulsory for graduation and are characteristic of students registered in the same year of study.

TABLE 2-1

DISTRIBUTION OF FACULTY OF BUSINESS ADMINISTRATION AND COMMERCE STUDENTS BY YEAR OF STUDY

A. Population Distribution Table

Year of Study	Number of Students	Percentage
1	468	28.8
2	407	25.0
3	347	21.4
4	283	17.4
5	52	3.2
6	69	4.2
Total	1626	100.0

B. Sample Size By Year Of Study Classification

Year of Study	Number of Students	Percentage
1	50	12.5
2	50	12.5
3	100	25.0
4	100	25.0
5	50	12.5
6	50	12.5
Total	400	100.0

Business 556, Marketing 565, and Business 458. In each class of students selected for survey, Student Survey Questionnaires were distributed by the author. Respondents were directed to read the the cover letter and all instructions carefully (Appendix A). The questionnaires were completed in class and collected by the author.

Out of a total of 400 students to whom the questionnaires were administered, 340 or approximately 85% of the students answered. However, only 242 or 60% of the questionnaires were complete in all respects and could be used for analysis. The questionnaires which were discarded were either filled out by non-business students[6] or were incomplete. Table 2-2 presents the distribution of respondents both in numbers and percentages by year of study.

TABLE 2-2

DISTRIBUTION OF RESPONDENTS BY YEAR OF STUDY

Year of Study	Number of Students	Percentage Response
1	7	14.0
2	13	26.0
3	80	80.0
4	91	91.0
5	28	56.0
6	23	46.0
Total	242	60.5

[6]Students registered in faculties other than that of Business Administration and Commerce often take business subjects as options. These non-business students were not included in the data analysis.

It is apparent from the above table that a very small percentage of the desired sample from years 1 and 2 was obtained. The explanation for this lies in part with the fact that no common class of first year students existed during the second term of the winter session during which the survey was carried out.

This data indicates that nearly all of the desired response from third and fourth year students was obtained.

2. Faculty Sample

Faculty members selected for this study were chosen from that group of individuals on staff with the Faculty of Business Administration and Commerce, University of Alberta, who are charged with the responsibility of instructing and administering Business Administration and Commerce subjects.[7] Since there were only 59 faculty members in the entire population, they were all selected for survey purposes. Table 2-3 presents the population distribution of faculty members by academic rank as at January 1, 1973.

Faculty Surveys, (Appendix B), were distributed through the University of Alberta mail service to each faculty member. The cover letter reproduced in Appendix B was enclosed. To ensure

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[7] The definition of "faculty members" is meant only to include academic staff employed by the Faculty of Business Administration and Commerce, University of Alberta.

TABLE 2-3

POPULATION DISTRIBUTION OF FACULTY OF BUSINESS ADMINISTRATION AND COMMERCE FACULTY MEMBERS BY ACADEMIC RANK

Academic Rank	Number of Faculty	Percentage
Professor	12	20.3
Associate Professor	31	52.5
Assistant Professor	7	11.9
Lecturer	5	8.5
Visiting Professor	4	6.8
Total	59	100.0

anonymity and confidentiality, faculty members were asked to return the completed Faculty Surveys to the author using the self-addressed, stamped, envelope which was attached to each questionnaire.

Out of a total of 59 faculty members to whom the questionnaires were mailed, 43 or approximately 73% of the faculty members answered. However, 32 or 54% of the questionnaires were complete in all respects and could be used for analysis. The 11 questionnaires which were discarded were either not filled out at all, or were answered in a manner indicating a "very low" level of satisfaction with every item on the questionnaire. Table 2-4 presents the distribution of respondents both in number and percentages by academic rank.

3. Business Community Member Sample

The third group to be investigated in this study were members

TABLE 2-4

DISTRIBUTION OF FACULTY RESPONDENTS
BY ACADEMIC RANK

Academic Rank	Number of Faculty	Percentage Response
Professor	5	41.6
Associate Professor	16	51.5
Assistant Professor	7	100.0
Lecturer	3	60.0
Visiting Professor	1	25.0
Total	32	54.2

of the Edmonton business community.[8] For survey purposes, members of the Edmonton Chamber of Commerce and members of the Administrative Society of Edmonton were selected. These organizations were chosen as potential sample areas for three reasons:

a) each has a considerable number of participating members who are in management or owner position within their respective firms[9], and it was felt that these individuals would most likely be the first persons to interact with business school members (students, faculty).

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[8] A more rigorous definition of "business community members" is presented in Chapter I.

[9] See for example, Edmonton Chamber of Commerce mailing lists for 1973.

b) each is comprised of members representing a large cross-section of firms of varying size[10] and type.

c) each has directly or indirectly expressed an interest in business education.[11]

Since each organization has considerably different objectives, functions and membership requirements, no attempt was made to present a population distribution for the selected sample.[12]

A surveying technique similar to that employed in the student sample, that is, distributing large numbers of questionnaires to members of the selected sample at one time, was used. Business Community Surveys were distributed by the author at meetings of the above organizations. Respondents were asked to read the cover letter and all instructions carefully (Appendix C). The completed questionnaires were collected by the author at the meeting.

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[10] See for example, "Administrative Management Society Yearbook", 1972-1973, Edmonton, Alberta.

[11] See for example, "A Position Paper on Education in Alberta", prepared by the Education Committee, Alberta Chamber of Commerce, September, 1971.

[12] For example, one membership requirement for the Edmonton Chamber of Commerce is that the member firm must be engaged in the function of carrying on business in Edmonton. Membership in the Administrative Management Society of Edmonton is contingent on a person's role as an administrator.

Out of a total of 50 questionnaires distributed to members of the Administrative Management Society of Edmonton, 41 or 82% were completed in all respects and could be used for analysis. From the 50 questionnaires distributed to members of the Edmonton Chamber of Commerce, 35 or 70% were answered in a complete manner and could be used for analysis. Table 2-5 presents the collective distribution of respondents by type of employing industry and by position within the industry. These classifications were chosen arbitrarily for descriptive purposes.

F. ANALYSIS OF THE DATA

Since this study was essentially meant to be descriptive, the data, for the most part, is presented in the form of frequency distributions; that is, the percentage of each category of respondents responding to a particular choice for a particular item in each of the questionnaires. Results of tests of statistical significance are included and reported at the bottom of each table where applicable. For this study, the Chi-square test for contingency was used. Generally speaking, only those items were included where the differences in two or more distributions were significant at least at the 10 percent level. A few items which did meet this criterion are nevertheless included in the text because they indicate some interesting patterns or relationships.

TABLE 2-5

DISTRIBUTION OF RESPONDENTS BY INDUSTRY CLASS AND BY POSITION WITHIN INDUSTRY[13]

Position / Type of Industry	Owner President	Manager	Supportive Accountant Controlier Auditor	Total	Percentage
Manufacturing	2	5	4	11	14.5
Wholesale Trade	0	3	2	5	6.6
Retail Trade	3	8	5	16	21.0
Construction	1	9	6	16	21.0
Commercial Service	2	19	7	28	36.9
Total	8	44	24	76	100.0
Percentage	10.5	57.9	31.6	100.0	

[13] The industrial classification used in this study is the same as that used by a credit reporting bureau, Dun and Bradstreet of Canada, Toronto. The respondent position classification used in the study is of a summary nature. The actual positions given are an extrapolation from respondent answers in the Business Community Survey. No respondent position classes were specified prior to the survey.

G. SCOPE AND LIMITATIONS OF THE STUDY

The scope of the study and several of its important limitations are included in this section. Firstly the information elicited for this study relates only to business students and faculty members of the Faculty of Business Administration and Commerce, University of Alberta, during the second half of the winter term of the year 1972-73. In addition, the scope of the study only includes those business community members of Edmonton, Alberta, who were members of either the Edmonton Chamber of Commerce or the Administrative Management Society of Edmonton. Generalizations from the data collected on the latter interest groups to any other groups of either students, faculty members, or business community members should not be drawn without appropriate qualifications. Similarly, the results obtained should not necessarily be construed to be indicative of particular interest group attitudes and characteristics even though every effort was made to make the selected samples as representative of the populations as possible. That is, the populations surveyed were not assumed to be homogeneous. The results presented are merely a summary of respondent characteristics, attitudes, and opinions.

Secondly, attempts were made to measure and describe the image of the Faculty held by only three of the interest groups of that institution. While it was recognized that there are potentially an infinite number of groups or individuals who may have an image of the Faculty, restrictions of time and money prohibited the extention of the

study to include these groups. Several of these groups include the university community, the community at large, and the Provincial government.

Thirdly, to present a description of many of the factors of contemporary interest to Faculty planners and administrators, no attempt was made to restrict the number of variables included in the study.[14]

In many image studies provision is made for respondents to justify and expand their responses.[15] The wide diversity of reasons and opinions indicated in the pre-survey interviews, however, suggested that such measures for this study would be meaningless and difficult to interpret.

Fourthly, the results obtained by using the "level of satisfaction scale" to measure and describe the image associated with each feature of the institution should be interpreted with caution. Interaction effects between various items have not been accounted for, no attempt was made to determine if similar satisfaction responses (e.g. a high level of satisfaction with quantity and variety of courses respectively) indicated similar respondent attitudes, and, no attempt was made to determine if purported levels of satisfaction differed

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[14]For example, questions regarding interest group feelings toward "co-operative education" and full year-round operation of the business school were included in the study.

[15]See for example, Leonard Berry, "The Components of Department Store Image : A Theoretical and Empirical Analysis", Journal of Retailing, Vol. 45, Spring 1969, pp. 4-20.

from respondent to respondent. The level of satisfaction items associated with business community members deal only with business student attitudes and attributes. It was felt that business community members would have little knowledge of the physical features of the institution.

Fifthly, in an attempt to keep the study in a manageable proportion, unrestrictive in scope, and descriptive in nature, no attempt was made to provide a single measure of image for the Faculty.

Lastly, it is a static study, observing interest group attitudes and feelings at the University of Alberta at one particular point in time. As such, it is not indicative of any trends that may be present within the given business school.

CHAPTER III

RESULTS OF THE STUDY BY INTEREST GROUP

The material presented in this chapter relates to the development of profiles for each of the interest groups included in the study. It was felt that this method of presenting the summary data obtained from the surveys would allow an independent examination of the image variables associated with each interest group, and, at the same time, provide the basis for comparison among interest groups.

Each of the interest group profiles includes summary information on background characteristics, values, needs, experiences, and levels of satisfaction with various features of the Faculty of Business Administration and Commerce, University of Alberta.

In many instances the reader will find that the items listed in the tables are in a shortened or abstracted form. It is therefore suggested that the reader, when examining some related factors, refer to the original statement of the questions included in either Appendices A, B, or C.

A. THE STUDENT PROFILE

1. Background Characteristics

Appendices D-1, D-2, and D-3 present the distributions for age, sex, and marital status, respectively of the business student respondents at the University of Alberta. From these tables it is evident that business students are largely young (mean age 22.92 years),

male, and single.

In examining the socioeconomic background of business students, parent's occupation and education, source of financial support for education, and family income were considered. It seemed reasonable that apart from individual ability, these were the four main variables influencing student "aspirations". Student responses to these items are summarized in Appendix D-4.

Appendix D-4 reveals that business students come mainly from families where the father is in a professional or proprietary career, and the mother, if employed, is engaged in a professional, clerical, or sales activity. Approximately 49% of the students indicated that they come from families in the $10,000 to $25,000 income range. Fifty percent of the students depend on a job as the major source of financial support for their education.

In terms of demographic factors, Appendix D-5 indicates that 82.4% of the student sample were Canadian born and 71.3% specified their home town location as being in Alberta. Another noteworthy fact in Appendix D-5 is that proportionately more students come from cities of over 100,000 persons in population. Appendix D-6 shows the distribution of students by year of study and by home town location. It is clear that the largest majority of undergraduate students (years 1 through 4) are Alberta residents, while graduate students (years 5 and 6) are only approximately 50% Albertan. This fact might be explained by the tendency of graduate students to relocate to another university for their graduate study. (That is, graduate students

coming to the University of Alberta from other out of province universities).

Appendix D-7 indicates that approximately one half of the student sample came directly to the University of Alberta from high school. Of those who did not come directly to the University, 27% indicated prior attendance at a community college or other university.

2. Values, Needs, Experiences

This section of the study examines some of the values, needs, and experiences of business students at the University of Alberta. In an attempt to relate student values, needs and experiences with the Faculty, respondents were asked about their concepts of university education in general and of business education at the University of Alberta in particular. Business student responses with respect to their attitudes toward university education are presented in Appendix D-8.

From Appendix D-8 it may be observed that most students (63.4%) enrolled in the Faculty because they personally value a business education; 49.4% of the students felt that the "acquisition of knowledge and skills" was the most important aspect of their business education; three quarters of the student sample favored a cooperative education program; 69.2% of the students favored full, year-round operation of regular business classes; and, approximately one half of the student sample indicated they thought the Faculty was understaffed with instructors.

To further examine the distribution presented in Appendix

D-8, several of the items in the Appendix were crosstabulated with student background characteristics. Appendix D-9 shows a crosstabulation of year of study by the level to which the Faculty is meeting student objectives. It is interesting to note from the Appendix that students in the last year of study at both the undergraduate (year 4) and graduate levels (year 6) indicated that their objectives were being met more extensively than those students in other years. One possible explanation for this is that students in their final years are given considerably more freedom in choosing their courses and direction.

Further crosstabulations of such items as "father's occupation" with "factors influencing enrollment", "home town population" with "factors influencing enrollment", and "year of study" with "subject interest areas", did not yield any distributions which were significantly different at least at the 10% level. Appendix D-10, for example, shows that regardless of "father's occupation", 62.4% of the student sample indicated they enrolled in the Faculty because they "personally valued a business education".

3. Levels of Satisfaction

This section of the study examines student levels of satisfaction with respect to various features of the Faculty of Business Administration and Commerce. A summary of the distribution of students for each of the questions stated in the Student Survey Questionnaire, (Appendix A), level of satisfaction section, are presented in Appendix D-11.

At this point in the study it should be reiterated that no

assumptions were made with respect to the individual influence that any of the variables had on a student's level of satisfaction. In an attempt, however, to summarize student respondent feelings and to show the relative position of each satisfaction variable, median levels of satisfaction were calculated.

An explanation at this point seems necessary in respect to the "median values". In the Student Survey Questionnaire, (Appendix A), level of satisfaction section, respondents were asked to check an appropriate interval for each item listed. In the analysis and presentation of responses, the integer code numbers one through five were assigned to these intervals. The median levels of satisfaction listed for each variable in Appendix D-11, are, in fact, the median of the coded values indicated by student response. Since the code numbers one and five correspond to a "very high" and "very low" level of satisfaction respectively, the lower the median value, the higher the number of students who are satisfied. Median values greater than three indicate that 50% or more of the student responses were in the "average", "below average", or "low level" range of the satisfaction scale. Inversely, values less than three indicate that 50% or more of the responses were "average", "above average", or "very high" on the level of satisfaction scale.[1]

It is evident from Appendix D-11 that few students expressed "very high" levels of satisfaction with any given feature of the Faculty.

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[1] Median values are denoted $\tilde{X}$ in the text of this study.

In particular, the range of students responding to a "very high" level of satisfaction varied between 0.0% for "amount of debate, discussion, questions" to 11.8% for "instructors knowledge of courses taught". From the point of view taken in this study then, it would be argued that the variable "amount of debate, discussion, questions" stimulates a less favorable student image of the Faculty than does the variable "instructors knowledge of courses taught".

In terms of academic staff within the Faculty more than half of the students indicated an "above average" or "very high" level of satisfaction with the "qualifications of instructors" ($\widetilde{X}$=2.34) and "instructors knowledge of courses taught" ($\widetilde{X}$, 2.31). In contrast, students were less satisfied with the innovative attitude of instructors ($\widetilde{X}$=3.12). With respect to instruction, students revealed "average" and "below average" levels of satisfaction with length of lectures ($\widetilde{X}$=2.87), class size ($\widetilde{X}$=3.29), the number of seminars offered ($\widetilde{X}$=3.47), the amount of debate and discussion ($\widetilde{X}$=3.50), and, the availability of the latest instruction style or technique ($\widetilde{X}$=3.42). For two curriculum factors, "practical application of theory" and "courses tailored to meet student preferences", a majority of students expressed "below average" and "very low" levels of satisfaction. Median values for the latter factors were 3.80 and 3.61 respectively. Fifty-two percent of the student sample indicated "below average" or "very low" levels of satisfaction with "class participation" being used as an evaluator. A similar portion of students expressed comparable levels of satisfaction with "registration procedures" ($\widetilde{X}$=3.76) and "Faculty administratio

as an information source" ($\tilde{X}$=3.62). In highlighting the physical features of the Faculty, students exhibited "average" or "above average" levels of satisfaction with "health services" ($\tilde{X}$=2.73), "extra-curricular programmes" ($\tilde{X}$=2.75), the library as both "source of information" ($\tilde{X}$=2.40) and "current material" ($\tilde{X}$=2.56), and "computer services" ($\tilde{X}$=2.56). In the inverse, students revealed "average", "below average", or very low levels of satisfaction with the "quantity" ($\tilde{X}$=3.78) and "location" ($\tilde{X}$=3.30) of student lounges, "quantity" ($\tilde{X}$=4.61) and "location" ($\tilde{X}$=4.39) of parking facilities, and classroom "layout" ($\tilde{X}$=3.21).

While the latter portion of the study briefly summarizes the levels of satisfaction as expressed by the aggregate student sample, an examination of levels of satisfaction by student origin, status (undergraduate, graduate), and transfer patterns from high school are considered here.

It is evident from Appendix D-12 that graduate students expressed generally higher levels of satisfaction with "instructors innovative attitude", "amount of debate and discussion", "courses tailored to meet student preferences", "courses deal with realistic business problems", "courses are future oriented", and "instructors satisfy student complaints", than did undergraduate students. One possible explanation for this higher level of satisfaction may result from the fact that graduate classes are physically smaller and therefore provide an atmosphere permitting more discussion between the students and instructors. It is also apparent from Appendix D-12

that undergraduate students are generally more satisfied with "availability of electives", and the "library as a source of current material", than are graduate students. In the first instance, the graduate program in the Faculty requires that the student complete, or be granted credit for a minimum of fourteen core subjects in addition to a minimum of two electives.[2] This high ratio of core subjects of electives may in part explain the low level of satisfaction with "availability of electives" on the part of graduate students.

Appendix D-13 shows that 62.2% of the students who came directly from high school to the Faculty of Business at the University of Alberta, expressed "below average" or "very low" levels of satisfaction with "courses tailored to meet student preferences". Only 46.7% of those students who did not come directly to the university indicated similar levels of satisfaction. In terms of "drive for marks" 62.1% of the students coming directly from high school revealed "average", "above average", or "very high" levels of satisfaction. Of the students not coming directly to the university from high school 79.8% expressed a similar attitude.

The distribution of students by origin and, three level of satisfaction variables are presented in Appendix D-14. For each variable, it is interesting to note that students originating in Alberta expressed a lower level of satisfaction than did students originating outside of

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[2]Information taken from MBA Calender, 1972-73, Faculty of Business Administration and Commerce, University of Alberta.

Alberta.

While the overall results presented in this section of the study tend to indicate an "average" level of satisfaction with all features of the Faculty, they are somewhat as expected. One explanation for this might be the fact that the needs and wants of human beings are often considered insatiable.[3] By the same token, it is apparent that all students do not receive the same stimulus value from each feature of the Faculty in the formation of their image of that institution. Students expressing a "very high" level of satisfaction with "availability of electives", for example, have a favorable image (by definition)[4] of that given feature of the Faculty. (See Appendix D-12) Lastly, it is obvious that a student's background, values, needs, and experiences affect his image formation. (See Appendix D-13 and D-14). A further discussion of student levels of satisfaction is presented in Chapter IV.

B. THE FACULTY MEMBER PROFILE

1. Background Characteristics

The background information elicited from faculty members of the Faculty of Business Administration and Commerce, University of Alberta, is presented in Appendix D-15 and Appendix D-16. Appendix D-15 presents the distribution of faculty members by number of years

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[3] A. H. Maslow, "A Theory of Human Motivation", Psychological Review, Vol. 50, 1963, p. 70.

[4] An individual's perceptions and experiences will affect his image formation (See Chapter II for further discussion).

on staff. The observed range of years on staff varied between less than one year and eleven years. The median number of years on staff as at January 1st, 1973, was 3.3 years.

Appendix D-16 shows faculty member activity by division of time. In terms of mean "ideal" division of time, faculty members indicated that they would spend 46% of their time with student instruction, supervision, and class preparation; 42% of their time with research and writing; 12% of their time with academic administration. In contrast to a "mean ideal division of time", faculty members spent 13.4% less time with research and writing (28.2%) than they were desirous of.

Faculty members devoted an average total of 28.3 hours to extension work, professional, and consulting activities outside the University per month. (See Appendix D-16B).

2. Values, Needs, Experiences

A preceding section of the chapter explored the values, needs, and experiences of business students at the University of Alberta. This section of the study will follow the same pattern of analysis, except that it will focus on faculty members and their concepts of business education at the University of Alberta.

A variety of factors were used in an attempt to determine faculty member values, needs, and experiences as they related to business education. The factors used were divided into rating and multiple-choice categories. Faculty member responses to those categories of factors are presented in Appendices D-17 and D-18.

In response to a statement that research funds for Business Administration and Commerce projects were adequate, 56.6% of the faculty member sample indicated "disagreement" or "strong disagreement", while only 30% were in "agreement". A number of respondents who had considered the available research funds inadequate used on the margin of the questionnaire such terms as "deplorable", and "totally inadequate". The 30% who agreed research funds were adequate commented that many in the business faculty were uninformed about the available alternatives for research support, and that some research proposals do not deserve to be supported. These observations appear to be justified in view of the fact that many faculty members have only been on staff for a few years and perhaps have not mastered the techniques of good research proposals.

The question concerning faculty member communication with the business community and government agencies revealed that more than 50% of the University of Alberta business instructors were in "agreement" that they lacked communication with business and government bodies. Only a small percentage (6.9) held an opposing view.

While approximately 33% of the faculty respondents agreed that business experience is a prerequisite for teaching business subjects, 53.3% disagreed. This in part may be explained by the rapid development and growth of the business school in recent years. Young instructors have not had the opportunity to gain such experience and therefore may not deem it necessary.

In response to items designed to measure faculty member

feelings with tenure and job satisfaction, 69.0% of the faculty respondents indicated agreement with the statement that "a man who produces effectively guarantees his own success". A similar percentage felt that tenure is necessary for the instructors in the Faculy of Business. It is interesting that only 16.1% of the faculty respondents would work for someone else if they could earn 25% more money, (See Appendix D-18).

Although 80.6% of the business faculty purported to favor a cooperative education program, only 58.1% favored a full time year-round operation of regular business classes. A crosstabulation of business faculty responses favoring cooperative education with business faculty responses to full time year-round operation, indicated that 72% of the faculty in favor of cooperative education programmes were also in favor of full year-round operation of the business school. It is evident from these findings that if a cooperative education program were contingent on full-year operation of the business school that it would have considerable support from the business faculty.

Faculty member feelings toward enrollment were mixed; 35.5% suggested Faculty enrollment stay the same, 35.5% wanted an increase and 19.4% wanted a decrease.

Of the 58.1% of the business faculty who indicated "other" to question 7 of the multiple-choice questions, the majority specified "respect from students and colleagues" as the reward they were most desirous of for academic achievement.

3. Levels of Satisfaction

Faculty member levels of satisfaction with respect to various features of the Faculty of Business Administration and Commerce, University of Alberta, are examined in this section of the study. A summary of the distributions of faculty members for each of the items in the Faculty Survey, (Appendix B), level of satisfaction section, are presented in Appendix D-19. As in the preceding analysis dealing with student levels of satisfaction median levels ($\tilde{X}$) of satisfaction are calculated.[5]

The results presented in Appendix D-19 indicate in general that few faculty members expressed "very high" levels of satisfaction with any given feature of the Faculty. The range of faculty members responding to a "very high" level of satisfaction varied between 0.0%, for nearly one half of the variables, to 10.7% for "computer services" and "journal expense".

In terms of student characteristics, more than one half of the business faculty indicated an "average", "above average", or "very high" level of satisfaction with student "profit orientation" ($\tilde{X}$=2.91), "respect for authority" ($\tilde{X}$=2.79), and student "Canadian orientation" ($\tilde{X}$=2.96). In contrast, faculty members exhibited dissatisfaction with the "communications ability" ($\tilde{X}$=3.91), the "innovation" ($\tilde{X}$=3.54), and the "initiative" ($\tilde{X}$=3.79) of students. With respect to instruction,

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[5] A complete discussion of median values is presented earlier in the chapter.

faculty members were more satisfied with "length of lectures" ($\widetilde{X}$=2.93) than with "class size" ($\widetilde{X}$=3.65). For two curriculum factors, "quantity" and "variety" of courses offered, approximately one third of the business faculty expressed "above average" or "very high" levels of satisfaction. A similar portion of faculty members indicated "below average" or "very low" levels of satisfaction with "courses tailored to meet student preferences".

Responses to the administration segment of the Faculty Survey, level of satisfaction section, suggested that more than 50% of the business faculty were equal to, or above, an "average" level of satisfaction in relation to the "remuneration system for instructors", "instructors degree of participation in the administration of the school", and "cooperation among instructors". Median values ($\widetilde{X}$) for the latter factors were 2.88, 2.79, and 2.80, respectively. Fifty-seven percent of the faculty indicated "above average" or "very high" levels of satisfaction with "prestige of the school as compared to others". Sixty-two percent of the respondents showed an "average" level of satisfaction with the marking policy of the institution.

In highlighting the physical features of the Faculty, more than 50% of the faculty members exhibited "average" or "above average" levels of satisfaction with "classroom location convenience" ($\widetilde{X}$=2.92), "office spaciousness" ($\widetilde{X}$=2.90), and all technical facilities and school services with the exception of "secretaries" ($\widetilde{X}$=3.23). Faculty members revealed low levels of satisfaction with "staff lounges", "classroom layout", "library facilities", and "office layout and location". Appendix D-19 presents the median comparative values for the

previously discussed variables. A further discussion of faculty member levels of satisfaction is presented in Chapter IV.

C. THE BUSINESS COMMUNITY MEMBER PROFILE

1. Background Characteristics

This section of the study describes the general background characteristics of business community members interviewed for this study and the firms they are employed with.

The median age of the business community member sample was 36 years. Of the sample, 84.2% were male and 15.8% female. The business member sample had been employed an average of 9.9 years with the company they currently worked for, and of the average of 261 persons employed by their firms, 29 were in the management/professional group. An average working week of 43.4 hours was indicated by the business members.

Appendix D-20 presents the distributions for level of education, marital status, and annual income of the business community member sample. From this table, it is evident that 73.7% of the business sample were married; 81.5% had undergraduate/technical training or less; 64.8% earned $15,000 or less per annum.

Characteristics and facets of the firms employing these business members are illustrated in Appendix D-21. Thirty-two percent of the business members felt the profit of their firm was "above average" or "very high", and 97.2% felt that their firms would be operating ten years from now (January 1973). Of the 76 business community members responding, 38 or 50% indicated that their firm

recruited its employees through their own personnel department. Members indicating "other" (23.5%) specified the use of more than one of the first three choices as recruiting areas (See Appendix D-21). Experience was deemed "important" or "very important" by approximately 65% of the business members when hiring a person to fill a business related position.

2. Values, Needs, Experiences

This section of the study examines some of the values, needs, and experiences of the business community members in the City of Edmonton, Alberta. In an attempt to relate business member values, needs, and experiences with the Faculty, respondents were asked about their concepts of university education in general and of business education at the University of Alberta in particular. Business community member responses with respect to their attitudes toward university education are presented in Appendices D-22 and D-23.

Briefly from Appendix D-22, it may be observed that most business members (73.6%) felt that the "acquisition of knowledge and skills" was the most important aspect of a business education; 81.6% of the business sample favored a cooperative education programme; 70.3% of the business community members favored full time operation of regular business classes; and, nearly 90% "agreed" that the business community should play a more active role in business education.

In response to items considering the inter-communication between the business community and the Faculty, 55.2% of the business community members "agreed" that "university instructors lack

communication" with the business sector. At the same time, only 44.7% of the business sample had communicated with the Faculty in a professional capacity. Twenty-nine percent of the business sample indicated attendance at Faculty sponsored seminars.

In terms of the characteristics of students, 52.6% of the business community members preferred a "broad comprehensive background"; 7.9% a "great depth in a specialized field"; and, 18.4% an "extensive experience suitable to the needs of their firms". Item 22 of Appendix D-22 shows the individual "courses" of importance to firms as indicated by percentage of business members responding.

Appendix D-23 summarizes business community member responses to items attempting to equate salary and experience levels of business education qualifications. The values presented in the table represent the mean of the various values indicated by business members. The table shows grade 12 graduates earning an average starting salary of $400; technical school graduates, with business diplomas, an average salary of $519; Bachelor of Commerce graduates $595; and, Master of Business Administration graduates $725. In each of these cases business respondents were instructed to assume "no experience" on the part of the graduating student. In comparison, Department of Manpower and Immigration statistics summarized in the University Career Outlook 1971-72, show the starting salary level for Bachelor of Commerce graduates and Master of Business Administration graduates at $605 and $820 respectively.

In terms of the amount of experience required by Grade 12

graduates to equate them with further business education qualifications, business community members indicated number of years roughly equivalent to the programme length of the qualification involved. A Grade 12 graduate, for example, would require approximately four years experience to equate himself with a Bachelor of Commerce graduate. See Appendix D-23, Part B.

The question regarding the employment of persons enrolled in the Faculty of Business Administration revealed more specific information about business community members. Twenty-four or thirty-five percent of the business respondents indicated that their firms had hired a Faculty of Business student. Appendix D-24 shows a cross-tabulation of Business Administration student hiring by the recruiting policies of the business community. Of those firms which had hired a Faculty of Business student, 75.0% had recruited them through their own personnel departments. Similarly, Appendix D-26 shows that the firms which have had members attend Faculty seminars have hired a larger percentage of Faculty students than those firms who did not have members attend seminars. From Appendix D-26, it is evident that the firms with formal training programmes have hired more Faculty of Business students.

3. Levels of Satisfaction

The levels of satisfaction investigated on the part of business community members was concerned with the characteristics of Faculty students. While this limitation may have been unnecessarily restrictive, it was felt that business community members, on the whole,

would not have had any direct experience with the specific features of the Faculty. Business members, for example, probably would not have any specific regard or feeling toward the "length of lectures" or "location of staff lounges". The results of the query into business community levels of satisfaction are presented in Appendix D-27.[6]

In terms of student "qualifications", business members showed "average" and higher levels of satisfaction with student "knowledge of theory" ($\widetilde{X}$=2.50) and "thinking ability" ($\widetilde{X}$=2.08). At the same time, business members showed lower levels of satisfaction with student "ability to apply theory" and "job coordination". With respect to student "attitudes", business members, in nearly every case, showed "average", "above average", and "very high" levels of satisfaction. Student "innovativeness", with a median value of 2.20, was the attitude gaining the highest level of satisfaction. Student "profit orientation" was lowest ($\widetilde{X}$=2.92). A further discussion of business community member levels of satisfaction with the characteristics of Faculty students is presented in Chapter IV.

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[6]The items referenced in this section of the study are taken from the Business Community Survey, (Appendix C), level of satisfaction section.

CHAPTER IV

INTEREST GROUP COMPARISONS

The material presented in this chapter of the study relates to the development of interest group comparisons for each of the profiles developed in the preceding chapter. It was felt that this method of presenting the summary data would allow the collective examination of image variables common to each interest group, and, at the same time, form the basis for examining some of the implications of the study.

In many instances the reader will find that the appendices referenced in this chapter represent a considerable duplication of the data referenced in Chapter III. It was felt, however, that this method of presenting interest group comparisons would be facilitated by data tables showing responses for comparable interest group items. The actual number of respondents is given in each appendix and is denoted as "n".

In each case, the image variables which are compared, are items taken directly from questions in either Appendices A, B, of C. As in Chapter III, it is advised that the reader, when examining some related factors, refer to the original statement of the questions in the Appendix.

A. A COMPARISON OF SIMILAR STUDENT, FACULTY, AND BUSINESS COMMUNITY MEMBER VARIABLES

Appendix E-1 exhibits a comparison of student, faculty, and

business community member responses to survey items including "the important aspects of a business education", "recognition for academic hard work", "co-operative education", and "full-year operation of regular business classes in the Faculty". In the first instance, it is interesting to note the comparatively high percentage (73.7) of business community members who felt the most important aspect of a business education was to "acquire skills". In contrast, students and faculty represented lower percentages; 49.4% and 41.4% respectively. This dispersion in responses, however, is perhaps not unusual in view of an objective of the Faculty to provide students with a general business education and to discourage student specialization in any one area. The Faculty feels that it is the long-term benefits that the student will derive from such a program and therefore attempts to avoid excessive technique-oriented instruction which is subject to quick obsolescence.[1] Nevertheless, it seems reasonable that the Faculty should insure the ability of their graduates to perform effectively upon their first employment after graduation. In addition, the relative small size of business in Edmonton as compared to those in eastern Canada, for example, tends to dictate that employees of Edmonton firms must be "production oriented" as opposed to "theoretically oriented".

In terms of "recognition for academic hard work", the three interest groups exhibited generally similar responses, although the

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[1] See a general statement of Faculty policy in the University of Alberta M B A Calendar 1972-1973, p.24.

percentage of faculty (3.4) responding to "position of authority" was considerably lower than that of either students (19.3) or business members (11.1). This difference is perhaps explained by the tendency in business to equate "personal success" with "positions of authority".

Approximately three quarters of each interest group was in favor of a "cooperative education program" and more than 60% of each group was in favor of a "full year-round operation of regular business classes in the Faculty". These results represent evidence of increasing demands on the Faculty to provide more non-degree courses and part-time programs than they have offered in the past. In this sense, the tendency of the business school to focus on their regular students, has perhaps been to the detriment of the community at large. Finally, it is possible that each of the interest groups deem "full year-round operation of regular business classes" as being a saving of the education tax dollar.

B. A COMPARISON OF SIMILAR STUDENT AND FACULTY MEMBER VARIABLES

Appendix E-2 presents a comparison of distributions of students and faculty members according to their responses to similar survey items. Fifty-six percent of each sample felt that students should be dependent on their own resources and allowed to proceed at their own pace only under the most general type of instructor supervision. Of the 229 student respondents, 44.5% indicated that Faculty enrollment should "stay the same"; 41.0% were in favor of a "decrease" in enrollment. For the same item, 39.3% of the faculty wanted an

"increase" in enrollment and 21.4% wanted a "decrease". The comparatively high percentage of students wanting a decrease in enrollment is easily explained. Lower enrollment would increase the ratio of instructors to students and would seemingly improve a student's opportunity to learn. In the least, it would reduce the number of large classes and allow more student-instructor interaction. The present Alberta system of university education financing, however, provides no simple solution to this enrollment "dissatisfaction". Because government funds are provided proportionately on the basis of enrollment, a decrease in student population would be offset by a decrease in government funding. Thus, the lower the enrollment, the less the number of instructors. Lastly, however, the results to Item 1 in Appendix E-2 appear incongruent with the results discussed above. If 56.7% of the student respondents want to be "dependent on their own resources and allowed to proceed at their own pace", it is difficult to understand why they are highly dissatisfied with both class size and Faculty enrollment.

Although small differences are apparent, both student and faculty exhibited very similar response distributions for many of the "level of satisfaction" items in Appendix E-2. Items numbered 8, 13, 14, 18, and 19 in Appendix E-2, however, represent variables in which considerable deviations are present between distributions. In response to "courses tailored to meet student preferences", 54.2% of the student sample indicated "below average" and "very low" levels of satisfaction. Only 31.0% of the faculty sample held a similar view.

Fourteen percent of the faculty group, as compared to nearly 55% of the student group, had "above average" or higher levels of satisfaction with the "library as a source of current information." This difference, in part, may be due to the emphasis placed on research at the faculty level. Differences in distributions of Item 14 (Appendix E-2) exist probably for a reason similar to the latter. For "parking quantity" and "parking location", the variation between distributions is easily explained. Faculty members at the University of Alberta have priority over students in terms of parking allocation.

C. A COMPARISON OF SIMILAR STUDENT AND BUSINESS COMMUNITY MEMBER VARIABLES

The distributions resulting from a question regarding subject interest areas for students and business members is presented in Appendix E-3. The appendix represents the results of an attempt to compare student interest areas by "course" with academic subjects to prime importance to firms in the business community. While the actual differences between distributions for each subject area are generally less than ten percent, three exceptions are apparent. Over one-fifth of the business member sample indicated "accounting" as being of major importance to their firms as compared to only ten percent of the student sample. Inversely, one-fifth of the student sample had greatest interest in "marketing" as compared to only 5.3% of the business community.[2] Thirdly, only 4.0% of the student sample

[2] The high portion of students indicating an interest in marketing probably influenced by the fact that nearly one-half of the student survey was conducted during marketing classes.

showed an interest in "production", as compared to 13.2% of the business sample. Edmonton businesses tend to be production oriented as they are, in many cases, "branch plants" of larger companies, or too small, to warrant employing persons at any other level.[3]

D. A COMPARISON OF SIMILAR FACULTY AND BUSINESS COMMUNITY MEMBER VARIABLES

In response to a statement suggesting that "faculty members lack communication with business" (Item 1, Appendix E-4) 68.9% of the faculty and 56.7% of the business community sample "agreed" or "agreed strongly". Although there is no doubt that many individual faculty members have strengthened the quality of the Faculty and have built a solid relationship with the local business community, it is surprising that the majority of the business faculty felt that their "communication" with the business community was inadequate. At the same time, however, it appears that both the faculty and business members generally agree that an exchange of ideas could prove mutually advantageous. (See Items 3 and 8, Appendix E-4).

Item 2 (Appendix E-4), shows that the percentage of business community members (89.4) "agreeing" that "business experience is prerequisite to teaching business subjects" exceeds the percentage of

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[3]The prevalence of single proprietorships in Edmonton coupled with the small average number of employees per firm (15 or less) tends to confirm the belief that many Edmonton businesses are of a size which would not economically permit the use or development of any internal department or process other than that of producing goods or services. Therefore, the interest in "production" on the part of the business members sampled.

faculty members holding the same view by over 50%. This difference, in part, might be explained by the emphasis which business members place on the reality-oriented experience of decision making.[4]

Items 5 and 6 from Appendix E-4 seem to suggest that business community members base their success on "producing effectively" and, similarly, place more emphasis on job monetary rewards than faculty members.

Items 9 through 21 of Appendix E-4 show a comparison of faculty and business member "levels of satisfaction" with attitudes and characteristics of Faculty of Business Administration and Commerce students. With the exception of the variable "profit orientation", business community members showed higher levels of satisfaction than did faculty members.[5]

In general terms, a majority of both faculty and business members showed "average", or higher, levels of satisfaction for student "respect for authority", "Canadian orientation", and "profit orientation" (See Items 12, 18, and 19, Appendix E-4). Business

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[4]As frequently indicated, these subjective responses reflect personal and institutional biases, but they provide an additional dimension to the statistical data. As long as these responses are incorporated into a broader context, they contribute to a balanced assessment.

[5]This result is not unusual and should be interpreted with caution. Faculty members were evaluating an entire student population while business members were evaluating only business students which their firms had hired. It is intuitive that these firms made every effort to hire students with suitable attitudes and characteristics.

member "levels of satisfaction" that were "below average" or lower, did not exceed 9.1% of the business sample with the exception of "student communications ability" (See Item 17, Appendix E-4).

CHAPTER V

SUMMARY AND CONCLUSION

This study was designed to provide a broad description and identification of some of the interest groups of the Faculty of Business Administration and Commerce at the University of Alberta, and the images that they have of that institution. The descriptive form of the study was adopted as a first step towards providing a broad framework for further analytical and exploratory research in this area. Results obtained in this study provided the basis for several conclusions and indicate the potential worth of additional investigations in this field. Further, although the intent of the study did not provide for a single solution or measurement of business school image, several concluding remarks regarding the strengths and weaknesses of the school, as expressed by each of the interest groups, are perhaps appropriate. This discussion will consist, in part, of a short review of interest group attitudes and "levels of satisfaction" toward business education at the Faculty of Business Administration and Commerce, University of Alberta.

A. THE HYPOTHESIS IS VALID

The hypothesis with which the study was originated is valid based on the empirical data gathered as a result of the study. Not only were three interest groups identified and described, but a measure of the image components (satisfaction variables), associated with each

interest group, produced the basis for pointing out several weaknesses and strengths in the Faculty of Business Administration and Commerce operation. This indicates that "image measurement", as defined and described in the study, can be used as a tool in aiding in the direction of the business school. On this premise, several important implications for the Faculty in respect to the "image" held by each of the interest groups, are apparent. On the assumption that the Faculty would like to improve its image with each of these interest groups, but remembering that it would be unreasonable for the Faculty to try to satisfy all members of each interest group all of the time, the empirical results of the study show where the Faculty should place its operational emphasis to improve its image, with each interest group to the greatest degree.

B. THE STUDENT INTEREST GROUP

Of the 236 business students surveyed, 63% enrolled in the Faculty because they personally valued a business education. The acquisition of knowledge and skills was considered to be an important aspect of business education by 49% of the students. Approximately two thirds of the student sample were in favor of (1) programs allowing the student to be independent on his own resources, (2) a cooperative education program, and (3) full year operation of regular business classes. When asked about their levels of satisfaction with respect to various features of the Faculty, students showed generally higher levels of satisfaction for the academic staff, school prestige, and the

library, than they did for instruction, curriculum examinations, student services, classrooms, and parking facilities. (See Appendix D-11).

C. THE FACULTY MEMBER INTEREST GROUP

The information obtained from the 32 faculty respondents, revealed that they were spending a greater portion of their time (54.5%) on student instruction and supervision than what they considered to be ideal (46.3%). Similarly, research and writing was consuming only 28.2% of their time as contrasted to an ideal of 41.6%.

In terms of attitudes toward business education, a majority of faculty members favored more adequate research funds, better communication with the business community, tenure, year-round operation of regular business classes, a cooperative business education program, and an increase in instructor staff size. For "levels of satisfaction" with various feature of the Faculty, faculty members exhibited generally "average" or "below average" levels of satisfaction with students, classrooms, the library, staff lounges, parking, student evaluation, and offices for instructors. In contrast, the faculty generally indicated "average" or "above average" levels of satisfaction with the prestige of the school, courses offered, school administration and school services (See Appendix D-19).

D. THE BUSINESS COMMUNITY MEMBER INTEREST GROUP

Of the 76 business community members surveyed, 73.6% felt

that the "acquisition of skills and knowledge" was the most important aspect of a business education; 70.3% favored full time operation of business classes; 81.6% favored a cooperative education program; a majority wanted better communication with the business school; over three quarters felt that business experience is a necessary prerequisite to teaching business subjects; and, 52.6% preferred students having a broad background of business knowledge. (See Appendix D-22). In terms of starting salary levels for business graduates, business members indicated amounts very close to the Canadian average (See Appendix D-23).

E. RECOMMENDATIONS AND IMPLICATIONS

Before beginning a discussion on recommendations and implications to improving the Faculty image with each interest group, several important observations made earlier in the study are reiterated here. These observations include: (1) for each of the interest groups considered, the overall results of the study tend to indicate "average" levels of satisfaction with all features of the Faculty; (2) all members of each interest group do not receive the same stimulus value from each feature of the Faculty in the formation of their image of that institution; and, (3) the background, values, needs, and experiences of interest group members, affect their image formation. Because each of the latter observations has an indirect bearing on image formation, it was felt they would be important considerations to any administrator or faculty member who is involved with making Faculty

changes necessary to improve Faculty image.

In general, it appears that the Faculty has not utilized effectively the potential of business executives who have, in addition to the academic qualification, the reality-oriented experience of decision making. The exchange of ideas between the Faculty and industry or government could prove advantageous and some Canadian business schools have very effectively used this channel of communication (See Appendix E-4).[1]

In the past it appears that the Faculty has failed to anticipate the requirements of the future in the design of their teaching programs and direction. To a large extent the Edmonton business community is looking for individuals who are specialized in one area or another. They want the business graduate to be technique-oriented. On the other hand more specialized programs such as in hospital administration, public administration and operations research could be combined with the traditional program to provide a solution to this specialization stigma. Similar programs, mainly at the graduate level, could be developed in areas of public health, transportation, educational administration, and town planning.

Another area where the Faculty could take the initiative to improve its image is in the development regional business programs for those students and business members so inclined. With the assistance of the provincial Industrial Development Branch, part time

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[1] See for example, Max von Zur Muehlen, Business Education and Faculty at Canadian Universities, Economic Council of Canada, Information Canada, 1971.

degree and non-degree programs could be developed. This kind of effort would further intensify the Faculty objective of placing business graduates on a regional basis.

More faculty member concern and attention to internal operation and administration of their business school could possibly provide an improvement in image. Increased awareness and sensitivity to student problems, courses, future orientation, Canadian orientation, planning, examinations, and entire university budgets are several such examples. It seems ironical that faculty members are often consulted by industry and government, whereas their participation in the Faculty of Business Administration and Commerce is often of a marginal nature.

Although the development of the research potential by faculty members is of considerable significance, it should not overshadow the teaching function of the university. Through increased teaching efforts by faculty members, not only is the quality of instruction improved, but also an impact is achieved on the image and attitudes of students. On this basis it is desirable to keep the faculty student ratio at a level where the student has a chance to meet his instructor (See Appendix D-11).

In the future, more emphasis by the Faculty is required on various aspects of continuous and cooperative education programs, and the upgrading of former graduates (See Appendices D-8, D-18, D-22). At the same time, faculty members themselves could profit from continuous learning opportunities, such as summer workshops, seminars

and regional conferences.

Finally, the lack of provincial government involvement and their agencies in management education and training appears to be regrettable when the preconditions for economic development in Alberta and Canada depends to a large extent on the availability of highly trained managerial capabilities and know-how. A shift of governmental policy appears to be warranted in order to support directly some of the previously mentioned suggestions.

F. FUTURE STUDIES ARE INDICATED

In view of the results of the study, additional research on a variety of related questions appears to be warranted. In brief, additional research could profitably be done on (1) the image components of this study for different business schools in different communities; (2) the relative importance of the various image components and to determine whether this relative importance is more a function of the test school involved or whether some image components are generally more important than others; (3) the relationship of values, needs, experiences, economic and demographic factors to image responses; (4) the comparison of image data obtained from interest groups inclusive or different from those used in this study; (5) the relationship and factors influenceing image formation as a result of interaction between interest groups; (6) the comparison of image responses by different interest groups; (7) the development of a more suitable and perhaps practical image measurement tool; and, (8) the

further analysis of specific image components, such as students, instructors, curriculum, and physical facilities.

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APPENDIX A

STUDENT SURVEY QUESTIONNAIRE

FACULTY OF BUSINESS ADMINISTRATION AND COMMERCE

The University of Alberta
Edmonton 7, Canada

STUDENT SURVEY QUESTIONNAIRE

To the Student of Business:

This questionnaire is designed to investigate the image that the Faculty of Business Administration and Commerce currently maintains. It is felt that a survey of this nature should be undertaken periodically to determine student feelings and opinions regarding various aspects of the Faculty and point out various areas which need improvement. Specifically, this survey would serve two useful purposes: (1) It would be of immediate use to the Faculty Administration in planning programmes and direction in the coming year. (2) It would provide factual information on which to base decisions rather than on half-truths or gossip.

Since it is not possible to include in this survey all students of the Faculty of Business Administration and Commerce, a judgement sample from each academic area and year has been selected. In order that the results be reliable, it is important that full cooperation be obtained from all participants. This involves answering all questions as frankly and honestly as possible.

Please do not consult or discuss items with other participants until after completing the questionnaire.

The participating members can obtain a copy of the summary results on request.

Please accept my thanks for your cooperation and assistance.

Yours sincerely,

D. Schwanbeck
(Project Researcher)

AGE IN YEARS ON JANUARY 1st, 1973 _____

SEX: Male _____ Female _____

FACULTY: _____ MAJOR: _____

YEAR OF STUDIES (circle one) 1st 2nd 3rd 4th 5th 6th

INSTRUCTIONS.

1. The questions are marked 1, 2, 3, 4 etc.

2. The possible answers to each question are lettered A, B, C, D, E etc.

3. For multiple-choice questions mark one and only one choice. Choose the one right, or the best, or the closest answer to your case.

4. These are the steps in answering:

   (a) Read each item carefully.

   (b) Read all possible answers.

   (c) Circle the letter you have selected on your questionnaire.

5. Some of the questions ask you to rank several choices. For these, write the numbers 1, 2, 3 next to the responses in order of preference. That is, put 1 next to the choice you prefer most, 2 next to your second choice and 3 next to your third choice.

A few questions regarding your background. This will help us to know the general characteristics of the student population in the Faculty of Business.

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1. Your present marital status:

   A. Married

   B. Single

   C. Widowed

   D. Separated

   E. Divorced

2. Your Father's occupation:

   A. Professional and Managerial (For example, Doctor, Teacher, Manager, etc.)

   B. Proprietor (For example, store or small business owner)

   C. Clerical or Sales (For example, bookkeeper, secretary, salesman, etc.)

   D. Skilled or Technical (For example, mechanic, electrician, baker, machine operator, etc.)

   E. Semi-skilled (For example, construction, driving, shipping, general labour, etc.)

   Leave blank if Father does not work or have no Father.

3. Does your Mother work? Yes ____ No ____

4. If yes, what is her occupation?

   Leave blank if your Mother does not work out of the house or have no Mother.

   A. Professional and Managerial (For example, Doctor, Teacher, Manager, etc.)

   B. Proprietor (For example, store or small business owner)

C. Clerical or Sales (For example, bookkeeper, secretary, salesman, etc.)

D. Skilled or Technical (For example, mechanic electrician, baker, machine operator, etc.)

E. Semi-skilled (For example, construction, driving, shipping, general labour, etc.)

5. Your Father's education:

A. Under 6 years of schooling

B. Grade school (8 years of schooling)

C. Some high school (Grades 9, 10, 11)

D. High school diploma

E. Undergraduate degree or technical school

F. Graduate work or degree

6. Your Mother's education:

A. Under 6 years of schooling

B. Grade school (8 years of schooling)

C. Some high school (Grades 9, 10, 11)

D. High school diploma

E. Undergraduate degree or technical school

F. Graduate work or degree

7. Name of country where you were born: _____

8. What is the population of the city or community you come from?

A. Under 5,000

B. From 5,001 to 10,000

C. From 10,001 to 50,000

D. From 50,001 to 100,000

E. Over 100,000

9. What is the name of the city or community you come from (include province and country)?

_____

10. What is the approximate annual income of your family?

A. Less than $5,000

B. From $5,001 - $10,000

C. From $10,001 - $15,000

D. From $15,001 - $25,000

E. Over $25,001

11. What is the major source of money supporting your university education?

A. Parents

B. Spouse

C. Job

D. Loans

E. Grants or scholarships

F. Relatives

12. Your overall average on Grade XII departmental examinations or equivalent:

A. 59-64

B. 65-69

C. 70-75

D. 76-80

E. Over 80

13. Your overall average for all subjects in Fall term 1972:

A. 8 and above

B. 7

C. 6

D. 5

E. 4

F. 3 and less

14. Did you come directly from high school to the University of Alberta?

A. Yes

B. No

15. Did you transfer to the university from a community college, other university, technical school, etc.?

A. Yes

B. No

The next few items are aimed at your concept of University education in general and of business education at the University of Alberta in particular.

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1. Which of the following factors influenced your enrolling in the Faculty of Business Administration and Commerce (Rank three choices in order of importance)?

   A. ____ You personally value a business education

   B. ____ Your parents feel you should have a business education

   C. ____ Most of your friends are in the Faculty of Business

   D. ____ Society at large values a business education: but you personally disagree with this view

   E. ____ There was no other faculty that interested you.

2. What do you feel are the most important aspects of a business education (Rank three choices in order of importance)?

   A. ____ Acquire knowledge and skills useful in future occupations or professions.

   B. ____ Widen your range of personal interests and general knowledge

   C. ____ Personal improvement and growth

   D. ____ Widen your range of contacts

   E. ____ I am uncertain

3. To what extent is the Faculty of Business meeting your objectives? (Check one box in the following scale to indicate your attitude)

large extent		half the time		not at all
(____)	(____)	(____)	(____)	(____)

4. Do you think the person who works hard academically in the Faculty of Business should be awarded recognition in terms of:

   A. Monetary rewards

   B. Community appreciation

   C. Position of authority

   D. Other (please specify) _____

5. Are you in favor of a cooperative education program which would permit a degree to be obtained over, say, a five or six year period with the interspersing of alternate periods of full time study and full time work?

   A. Yes

   B. No

   C. No opinion

6. Are you in favor of programmes which would allow the student to be substantially dependent on his own resources and proceed at his own pace, only under the most general type of supervision?

   A. Yes

   B. No

   C. No opinion

7. Are you in favor of full time year round operation of regular business classes at the University of Alberta?

   A. Yes

   B. No

8. Would you prefer to see Faculty enrollment:

   A. Stay the same

   B. Increase

   C. Decrease

9. In your opinion, the Faculty of Business is:

   A. Over-staffed with instructors

   B. Under-staffed with instructors

   C. All right the way it is.

10. In the operation of the Faculty of Business, emphasis should be placed on the disciplines (economics, quantitative methods, behavioral science) in the following fashion:

A. Economics only

B. Quantitative methods only

C. Behavioral science only

D. A and B above

E. A and C above

F. B and C above

G. All three of above

11. One or more courses in each of the following subject areas are required for the Degree of Bachelor of Commerce. (Rank three in order of interest to you).

A. ____ Organizational behavior & theory

B. ____ Probability/statistics/computer

C. ____ Production/management science

D. ____ Business economics/public policy

E. ____ Accounting

F. ____ Finance

G. ____ Marketing

H. ____ Industrial relations

I. ____ Business policy

J. ____ Business law

The items in this section of the questionnaire are designed to find your level of satisfaction toward specific aspects of the Faculty of Business Administration and Commerce, University of Alberta. There are no "right" and "wrong" answers because everyone has the right to his own views. For best results, please respond to all items as honestly as you possibly can.

There are five possible responses to each item. You are asked to rate each item by placing an "X" in the column indicating your level of satisfaction. The levels of satisfaction range between "very high" and "very low". By placing an "X" in the first column you are indicating that your level of satisfaction with that particular item is very high, and so on.

	LEVEL OF SATISFACTION				
	Very High	Above Average	Average	Below Average	Very Low
1. ACADEMIC STAFF					
a. qualifications					
b. preparation for teaching					
c. attitude					
1. helpful					
2. friendly					
3. innovative					
d. knowledge of courses taught					
e. organization					
2. INSTRUCTION					
a. allocated periods for lectures (length of time)					
b. class size					
c. number of lectures with seminars					
d. amount of debate, discussion, questions					
e. availability of latest instruction technique or style					
3. PRESTIGE OF BUSINESS SCHOOL					
a. as compared to others in Canada					

	LEVELS OF SATISFACTION				
	Very High	Above Average	Average	Below Average	Very Low
4. CURRICULUM					
a. availability of electives					
b. freedom to choose own academic route					
c. practical application of theory					
d. courses					
1. quantity offered					
2. variety offered					
3. tailored to meet student preferences					
4. deal with realistic business problems					
5. are Canadian oriented					
6. are future oriented					
5. EXAMINATIONS					
a. marking (stanine system) policy of institution					
b. drive for marks					
c. grades are determined by exams					
d. class participation marks used as evaluators					

	LEVELS OF SATISFACTION				
	Very High	Above Average	Average	Below Average	Very Low
6. STUDENT STAFF RELATIONS					
a. availability of instructors outside class					
b. instructors value of student opinion					
c. instructors satisfy student complaints					
7. ADMINISTRATION					
a. registration procedures					
b. scheduling of courses					
c. providing information about courses, services					
d. usefulness of calender (Faculty of Business)					
e. course changes policy					
8. STUDENT SERVICES					
a. counselling					
b. health facilities					
c. extra curricular programmes					
d. "Manpower " services					
e. bookstore					

	LEVEL OF SATISFACTION					
	Very High	Above Average	Average	Below Average	Very Low	
9. PHYSICAL FACILITIES						
a. classrooms						
1. spaciousness						
2. lay out						
3. convenience of location						
b. library						
1. source of information						
2. current material						
c. technical facilities						
1. computer services						
2. audio/visual equipment						
3. laboratory equipment						
d. student lounges						
1. quantity						
2. location						
e. parking facilities						
1. quantity						
2. location						
3. bus service to campus						

APPENDIX B

FACULTY SURVEY

FACULTY OF BUSINESS ADMINISTRATION AND COMMERCE

Telephone: 432-4347

The University of Alberta
Edmonton, Canada
T6G 2G1

FACULTY SURVEY

To the Faculty Member:

This questionnaire is designed to investigate the image of the Faculty of Business Administration and Commerce, University of Alberta. It is felt that a survey of this nature should be carried out periodically to determine faculty feelings and opinions regarding various aspects of the Faculty and point out various areas which might need improvement.

This questionnaire is one of a number of surveys currently being completed as part of my M. B. A. Thesis.

In order that the results be reliable, it is important that full cooperation be obtained from all participants. The questionnaire results will be treated with the highest degree of confidentiality. Only summary results will be made available to my advisory committee. Summary results will also be included in the thesis.

Please do not consult or discuss items with other participants until after completing the questionnaire.

Please mail the completed questionnaire to me by using the attached envelope.

Thank you for your cooperation and assistance.

Yours sincerely,

D. Schwanbeck.

Number of years on staff at the University of Alberta on January 1st, 1973 _____

Your present academic rank (For example, Full Professor, Associate Professor, Sessional Lecturer) _____

In the blocks below, show (A) the actual division of time you spent on professional activities during the current academic year, and (B) what you would consider to be the ideal division of your time as a university instructor in Business Administration and Commerce subjects.

	TYPE OF ACTIVITY	(A) Actual % of time	(B) Ideal % of time
1.	Student instruction, classroom preparation, and supervision.		
2.	Research and writing.		
3.	Academic administration.		

In the blocks below, show the average number of hours per month you spent on the following activities during the current academic year.

	TYPE OF ACTIVITY	Hours per month
1.	Extension work such as teaching in non-degree programmes, evening classes.	
2.	Professional activities outside the university (conferences, community services).	
3.	Consulting and business activities.	

INSTRUCTIONS

1. The questions are marked 1, 2, 3, 4 etc.

2. The possible answers to each question are lettered A, B, C, D, E etc.

3. For multiple choice questions mark one and only one choice. Choose the one right, or the best, or the closest answer to your case.

4. These are the steps in answering:

   (a) Read each item carefully.

   (b) Read all possible answers.

   (c) Circle the letter you have selected on your questionnaire.

5. Some of the questions ask you to rank several choices. For these, write the numbers 1, 2, 3 next to the possible responses in order of preference. That is, put 1 next to the choice you prefer most, 2 next to your second choice and 3 next to your third choice.

6. Some questions ask you to rank an item or statement on a 5 point scale ranging between "agree strongly" and "disagree strongly". For these questions you are asked to choose a position on the scale that most closely indicates your attitude toward the statement or item.

RATING QUESTIONS

1. Research funds for Business Administration and Commerce projects are adequate.

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
(____)	(____)	(____)	(____)	(____)

2. University instructors in Business Administration and Commerce have been accused of lacking "communication" with:

A. The business sector

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
(____)	(____)	(____)	(____)	(____)

B. Governmental agencies

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
(____)	(____)	(____)	(____)	(____)

3. Business experience is a necessary prerequisite for the teaching of Business Administration and Commerce subjects.

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
(____)	(____)	(____)	(____)	(____)

4. The business community should play a more active role in business education.

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
(____)	(____)	(____)	(____)	(____)

5. Business instructors at the University of Alberta would make successful businessmen.

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
(____)	(____)	(____)	(____)	(____)

6. A man who produces effectively guarantees his own success.

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
(____)	(____)	(____)	(____)	(____)

7. Tenure is necessary for instructors in the Faculty of Business.

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
(____)	(____)	(____)	(____)	(____)

MULTIPLE-CHOICE QUESTIONS

1. If you could make 25 percent more money working for someone else, would you.

   A. Yes

   B. No

2. Are you in favor of full time year-round operation of regular business classes at the University of Alberta?

   A. Yes

   B. No

3. Are you in favor of a cooperative education program which would permit a degree in business to be obtained over, say, a five or six year period with the interspersing of alternate periods of full time work and full time study?

   A. Yes

   B. No

   C. No opinion

4. Would you prefer to see Faculty enrollment:

   A. Stay the same

   B. Increase

   C. Decrease

5. In your opinion, the Faculty of Business is:

   A. Over-staffed with instructors

   B. Under-staffed with instructors

   C. All right the way it is

6. Are you in favor of programmes which would allow the student to be substantially dependent on his own resources and proceed at his own pace, only under the most general type of supervision?

   A. Yes

   B. No

   C. No opinion

7. Do you think that the student who works hard academically in the Faculty of Business should be awarded recognition in terms of:

   A. Monetary rewards

   B. Position of authority

   C. Community appreciation

   D. Other (please specify) _____

8. Do you think that the instructor who works hard academically in the Faculty of Business should be awarded recognition in terms of:

   A. Monetary rewards

   B. Position of Authority

   C. Community appreciation

   D. Other (please specify) _____

9. Who do you think is expected to provide leadership in the propagation and formulation of new modes of thought and action in business?

   A. The business sector

   B. Technical schools

   C. Universities

   D. A and B above

   E. A and C above

   F. B and C above

   G. A and B and C above

10. Do you ever communicate with members of the business community in a professional capacity?

A. Yes

B. No

If Yes, is it on your initiative?

A. Yes

B. No

RANKING QUESTIONS

1. What do you feel are the most important aspects of a business education (Rank three in order of importance to you)?

A. ____ Acquire knowledge and skills useful in future occupations or professions.

B. ____ Widen your range of personal interests and general knowledge.

C. ____ Personal improvement and growth.

D. ____ Widen your range of contacts.

E. ____ I am uncertain.

The items in this section of the questionnaire are designed to find your level of satisfaction toward specific aspects of the Faculty of Business Administration and Commerce, University of Alberta. There are no "right" or "wrong" answers because everyone has the right to his own views. For best results, please respond to all items as honestly as you possibly can.

There are five possible responses to each item. You are asked to rate each item by placing an "X" in the column indicating your level of satisfaction. The levels of satisfaction range between "very high" and "very low". By placing an "X" in the first column you are indicating that your level of satisfaction with that particular item is very high, and so on.

	LEVELS OF SATISFACTION					
	Very high	Above average	Average	Below average	Very low	
1. STUDENTS						
Attitudes and Attributes						
a. Initiative						
b. Drive						
c. Self-discipline						
d. Respect for authority						
e. Independence						
f. Responsibility						
g. Innovation						
h. Future orientation						
i. Communications ability						
j. Canadian orientation						
k. Profit orientation						
l. Human relations ability						
m. Coordination						
n. Conceptualization						
2. INSTRUCTION						
a. allocated periods for lectures (length of time)						
b. class size						
3. PRESTIGE OF BUSINESS SCHOOL						
a. as compared to others in Canada						

	LEVEL OF SATISFACTION					
	Very high	Above average	Average	Below average	Very low	
4. CURRICULUM						
Courses						
a. quantity offered						
b. variety offered						
c. tailored to meet student preferences						
5. EVALUATION OF STUDENTS						
a. marking policy of institution (stanine system)						
6. ADMINISTRATION						
a. remuneration system for instructors						
b. instructors degree of participation in administration of the school						
c. cooperation among instructors						
7. PHYSICAL FACILITIES						
a. classrooms						
1. spaciousness						
2. lay out						
3. convenience of location						
b. library						
1. source of information						
2. current material						
c. technical facilities						
1. computer services						
2. audio/visual equipment						
3. laboratory equipment						

	LEVELS OF SATISFACTION				
	Very high	Above average	Average	Below average	Very low
d. staff lounges					
1. quantity					
2. location					
e. parking facilities					
1. quantity					
2. location					
3. bus service to campus					
f. offices for instructors					
1. lay out					
2. spaciousness					
3. location					
4. services supplied by school					
a. mail service					
b. xerox budget					
c. secretaries					
d. travel allowance					
e. duplicating service					
f. journal expense					

APPENDIX C

BUSINESS COMMUNITY SURVEY

FACULTY OF BUSINESS ADMINISTRATION AND COMMERCE

The University of Alberta
Edmonton 7, Canada

BUSINESS COMMUNITY SURVEY

To the Business Community Member:

This questionnaire is designed to investigate the image of the Faculty of Business Administration and Commerce, University of Alberta. It is felt that a survey of this nature should be undertaken periodically to determine business community feelings and opinions regarding various aspects of the Faculty and point out various areas which need improvement. Specifically, this survey would serve two useful purposes: (1) It would be of immediate use to the Faculty Administration in planning programmes and direction in the coming year. (2) It would provide factual information on which to base decisions rather than on half-truths or gossip.

In order that the results be reliable, it is important that full cooperation be obtained from all participants. This involves answering all questions as frankly and honestly as possible. Many of the questions are of a "qualitative" and "subjective" nature. The results will not be used with the biographical data and will be treated confidentially.

Please do not consult or discuss items with other participants until after completing the questionnaire.

The participating members can obtain summary results on request.

Please accept my thanks for your cooperation and assistance.

Yours sincerely,

D. Schwanbeck
(Project Researcher)

INSTRUCTIONS

1. The questions are marked 1, 2, 3, 4 etc.

2. The possible answers to each question are lettered A, B, C, D, E etc.

3. For multiple-choice questions mark one and only one choice. Choose the one right, or the best, or the closest answer to your case.

4. These are the steps in answering:

   a. Read each item carefully.

   b. Read all possible answers.

   c. Circle the letter you have selected on your questionnaire.

5. Some of the questions ask you to rank several choices. For these, write the numbers 1, 2, 3 next to the responses in order of preference. That is, put 1 next to the choice you prefer most, 2 next to your second choice and 3 next to your third choice.

6. Some questions provide no answers for you. Please answer these questions by placing your response in the space provided.

A few questions regarding your background and the business you own or work for. This will help us to know the general characteristics of the business community population.

---

1. Age in years on January 1st, 1973 _____

2. Sex: Male _____ Female _____

3. Your position in the company you work for: _____

4. Number of years employed with the company you currently work for: _____

5. Total number of persons in the management/professional group of your firm: _____

6. Total number of persons employed by your firm: _____

7. Your present marital status:

   A. Married

   B. Single

   C. Widowed

   D. Separated

   E. Divorced

8. Your level of education:

   A. Under 6 years of schooling

   B. Grade school (8 years of schooling)

   C. Some high school (Grades 9, 10. 11)

   D. High school diploma

   E. Under-graduate degree or technical school

   F. Graduate work or degree

9. What is your approximate annual income?

   A. Less than $5,000.
   B. From $5,001. - $10,000.
   C. From $10,001. - $15.000.
   D. From $15,001. - $25,000.
   E. Over $25,001.

10. Type of industry or company you work for presently:

   A. Manufacturing
   B. Wholesale trade
   C. Retail trade
   D. Construction
   E. Commercial service

11. The profit of your firm as compared with other businesses in the same field:

   A. Very high
   B. Above average
   C. Average
   D. Below average
   E. Very low

12. Do you feel that your firm will be operating ten years from now?

   A. Yes
   B. No
   C. Unsure

13. How many hours a week do you average working at your firm?

   _____ hours per week

14. If you could make 25 percent more money working for someone else, would you?

    A. Yes

    B. No

15. Your business or firm is:

    A. Privately owned

    B. Publicly owned

The next few items are aimed at your concept of university education in general and of business education at the University of Alberta in particular.

---

1. What do you feel are the most important aspects of a business education (Rank three in order of importance to you)?

   A. ____ Acquire knowledge and skills useful in future occupations or professions.

   B. ____ Widen your range of personal interests and general knowledge.

   C. ____ Personal improvement and growth.

   D. ____ Widen your range of contacts.

   E. ____ I am uncertain.

2. Are you in favor of full time year round operation of regular business classes at the University of Alberta?

   A. Yes

   B. No

3. Do you think the person who works hard academically in the Faculty of Business at the University should be awarded recognition in terms of:

   A. Monetary rewards

   B. Position of authority

   C. Community appreciation

   D. Other (please specify) _____

4. As a possible employer, are you in favor of a cooperative education program which would permit a degree in business to be obtained over, say, a five or six year period with the interspersing of alternate periods of full time study and full time work?

   A. Yes

   B. No

   C. No opinion

5. The business community should play a more active role in business education. (Check one box in the following scale to indicate your attitude).

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
(____)	(____)	(____)	(____)	(____)

6. Who do you think is expected to provide leadership in the propagation and formulation of new modes of thought and action in business?

   A. The business sector

   B. Technical schools

   C. Universities

   D. A and B above

   E. A and C above

   F. B and C above

   G. A and B and C above

7. University of Alberta instructors in the Faculty of Business have been accused of lacking "communication" with the business sector. (Check one box in the following scale to indicate your feelings toward the latter statement).

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
(____)	(____)	(____)	(____)	(____)

8. Business experience is a necessary prerequisite for the teaching of Business Administration and Commerce subjects. (Check one box in the following scale indicating your feeling toward the latter statement).

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
(___)	(___)	(___)	(___)	(___)

9. Do you ever communicate with members of the Faculty of Business at the University of Alberta in a professional capacity?

   A. Yes

   B. No

   If Yes, is it on your initiative?

   A. Yes

   B. No.

10. Does your company have a formal training program?

    A. Yes

    B. No

11. Have you ever attended a Faculty of Business sponsored seminar in which a selected group of businessmen, academics, and government leaders was brought in?

    A. Yes

    B. No

12. Has any Faculty of Business student ever approached you for information to do a study or analysis of your business?

    A. Yes

    B. No

    If Yes, were you receptive to his request?

    A. Yes

    B. No

13. Does your firm currently offer any financial assistance (grants, scholarships, awards) to students in business at the University of Alberta?

A. Yes

B. No

14. As possible employers of business students, what is the most important factor you would prefer them to have?

A. Great depth in a specialized area suitable to the needs of your firm.

B. Broad comprehensive backgrounds of many areas.

C. Extensive experience suitable to the needs of your firm.

D. Other (please specify) _____

15. Business instructors at the University of Alberta would make successful businessmen. (Check one box in the following scale indicating your attitude toward the latter statement).

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
(____)	(____)	(____)	(____)	(____)

16. Business professors should spend <u>less</u> time with classroom activities and more time consulting for the business sector. (Check one box in the following scale indicating your feelings toward the latter statement).

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
(____)	(____)	(____)	(____)	(____)

17. Your firm recruits most of its employees through:

A. Canada Manpower

B. Independent employment agencies

C. Own personnel department

D. Other (please specify) _____

18. Do you agree that a man who produces effectively guarantees his own success?

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
(____)	(____)	(____)	(____)	(____)

19. Please indicate the starting salaries per month that each of the following qualifications would earn if hired by your firm. Assume no experience.

A. Grade 12 $ _____ per month

B. N. A. I. T. diploma/business $ _____ per month

C. Bachelor of Commerce $ _____ per month

D. Master of Business Administration $ _____ per month

20. Please indicate the number of years experience you would expect in lieu of the following educational qualifications. Assume that the experienced person has a Grade 12 education.

A. N. A. I. T. diploma/business _____ years experience

B. Bachelor of Commerce degree ____years experience

C. Master of Business Administration _____ years experience

21. How important is experience when your firm hires a person to fill a business related position?

Very Important		Neutral		Very Unimportant
(____)	(____)	(____)	(____)	(____)

22. One or more courses in each of the following subject areas are required for the degree of Bachelor of Commerce. (Rank three in order of interest to your firm).

A. ____ Organizational behavior and theory

B. ____ Probability/statistic/computer

C. ____ Production/management science

D. ____ Business economics/public policy

E. ____ Accounting

F. ____ Finance

G. ____ Marketing

H. ____ Industrial relations

I. ____ Business policy

J. ____ Business law

23. Has your firm ever employed a person who was, or currently is, enrolled in the Faculty of Business Administration and Commerce, University of Alberta?

A. Yes

B. No

If the answer to the above question is Yes, please proceed to the following section of the questionnaire.

If the answer to the above question is No, please disregard the remaining section of the questionnaire.

The items in this section of the questionnaire are designed to find your level of satisfaction with various attributes of students of the Faculty of Business Administration and Commerce, University of Alberta, who are currently employed by your firm, or who have previously been employed by your firm. There are no "right" and "wrong" answers because everyone has the right to his own views. For best results, please respond to all items as honestly as you possibly can.

There are five possible responses to each item. You are asked to rate each item by placing an "X" in the column indicating your level of satisfaction. The levels of satisfaction range between "very high" and "very low". By placing an "X" in the first column you are indicating that your level of satisfaction with that particular item is very high, and so on.

	LEVEL OF SATISFACTION					
	Very high	Above average	Average	Below average	Very low	
1. QUALIFICATIONS						
a. Knowledge of Canadian economic system						
b. Ability to handle office machines						
c. Knowledge of business theory						
d. Ability to apply theory						
e. Knowledge of technical business skills						
f. Thinking ability						
g. Human relations ability						
h. Communications ability						
i. Organization						
j. Coordination						
k. Relativity of qualifications to business situations						
2. ATTITUDES						
a. Initiative						
b. Drive						
c. Health						
d. Self-discipline						
e. Respect for authority						
f. Independence						
g. Responsibility						
h. Innovation						
i. Future orientation						
j. Canadian orientation						
k. Profit orientation						

APPENDIX D

APPENDIX D-1

DISTRIBUTION OF STUDENTS BY AGE
(Numbers and Percentages)

Age	Numbers of Students	Percentage
18	3	1.3
19	7	3.0
20	29	12.3
21	57	24.2
22	46	19.5
23	18	7.6
24	20	8.5
25	14	5.9
26	10	4.2
27	12	5.1
28	4	1.7
29	7	3.0
30	5	2.1
31	1	0.4
33	1	0.4
37	1	0.4
40	1	0.4
Total	236	100.0

Mean Age 22.92 years

APPENDIX D-2

DISTRIBUTION OF STUDENTS BY SEX

(Numbers and Percentages)

Sex	Number of Students	Percentage
Male	213	89.1
Female	26	10.9
Total	239	100.0

APPENDIX D-3

DISTRIBUTION OF STUDENTS BY MARITAL STATUS

(Numbers and Percentages)

Marital Status	Number of Students	Percentage
Married	78	30.2
Single	168	69.4
Widowed	0	0.0
Separated	0	0.0
Divorced	1	0.4
Total	242	100.0

APPENDIX D-4

STUDENT SOCIOECONOMIC FACTORS[1]

Item	Content and Responses	Percentage of Students
2	Father's Occupation	
	Professional	40.4
	Proprietor	23.1
	Clerical, Sales	8.7
	Skilled, Technical	14.4
	Semi-skilled	13.5
3	Does your mother work?	
	Yes	29.9
	No	70.1
4	Mother's Occupation	
	Professional	25.6
	Proprietor	9.8
	Clerical, Sales	53.7
	Skilled, Technical	4.9
	Semi-skilled	6.1
5	Father's Education	
	Under 6 years schooling	7.8
	Grade school (8 years)	23.5
	Some high school (9, 10, 11)	23.9
	High school (12)	16.5
	Undergraduate	20.0
	Graduate	8.3
6	Mother's Education	
	Under 6 years schooling	4.0
	Grade school (8 years)	15.1
	Some high school (9, 10, 11)	30.6
	High school (12)	30.1
	Undergraduate	16.3
	Graduate	3.9
10	Family Income	
	Less than $5000	7.2
	$5001 to $10,000	28.5
	$10,001 to $15,000	24.7
	$15,001 to $25,000	24.3
	Over $25,001	15.3

[1] The items referenced in this section of the study refer to questions in the Student Survey Questionnaire, (Appendix A), background section.

APPENDIX D-4 (Continued)

Item	Content and Responses	Percentage of Students
11	Major Financial Support	
	Parents	14.0
	Spouse	11.8
	Job	50.0
	Loans	15.8
	Grants, scholarships	8.3

APPENDIX D-5

STUDENT DEMOGRAPHIC FACTORS

Item	Content and Responses	Percentage of Students
7	Country Born	
	Canada	82.4
	Other	17.6
8	Home Town Population	
	Under 5000	23.5
	5001 to 10,000	7.6
	10,001 to 50,000	7.6
	50,001 to 100,000	2.9
	Over 100,000	58.4
9	Home Town Location	
	Alberta	71.3
	Other	28.7

APPENDIX D-6

DISTRIBUTION OF STUDENTS BY YEAR OF STUDY AND HOME TOWN LOCATION

Year of Study	Home Town Location Alberta (Percentage)	Other (Percentage)
1	50.0	50.0
2	88.9	11.1
3	79.5	20.5
4	72.7	27.3
5	50.0	50.0
6	57.9	42.1

Observed X^2 Value (5 d.f.) = 12.12

Significant at less than .05 level

APPENDIX D-7

DISTRIBUTION OF STUDENTS BY ROUTE AFTER HIGH SCHOOL AND HIGH SCHOOL ACHIEVEMENT

Item	Content and Responses	Percentage of Students
14	Direct from high school	
	Yes	49.6
	No	50.4
15	Transfer from college	
	Yes	27.1
	No	72.9
12	Grade 12 Average	
	59 - 64	21.2
	65 - 69	29.2
	70 - 75	28.1
	76 - 80	11.0
	Over 80	9.7

APPENDIX D-8

DISTRIBUTION OF STUDENT ATTITUDES TOWARD BUSINESS EDUCATION[2]

Item	Content and Responses	Percentage of Students
1	Factors influencing enrollment in the Faculty of Business	
	Value education	63.4
	Parent's influence	2.1
	Friends in the Faculty	1.7
	Society values business education	5.5
	No other faculty of interest	27.2
2	Important aspect of a business education	
	Acquire knowledge and skills	49.4
	Widen range of interests	21.8
	Personal improvement and growth	17.6
	Widen range of contacts	3.3
	Uncertain	7.9
3	Extent that the Faculty is meeting student objectives	
	Large extent	3.3
		30.0
	Half the time	41.7
		22.1
	Not at all	2.9
4	Awards for a business education	
	Monetary rewards	38.2
	Community appreciation	9.9
	Position of authority	19.3
	Other	32.5
5	Are you in favor of cooperative business education?	
	Yes	75.0
	No	12.1
	No opinion	12.9
6	Are you in favor of programs allowing the student to be independent?	
	Yes	56.7
	No	32.1
	No opinion	11.2

[2] The items referenced in this section of the study refer to questions in the Student Survey Questionnaire, (Appendix A), university education section.

APPENDIX D-8 (Continued)

Item	Content and Responses	Percentage of Students
7	Are you in favor of full time year-round operation of regular business classes?	
	Yes	69.2
	No	30.8
8	Faculty enrollment should:	
	Stay the same	44.5
	Increase	14.4
	Decrease	41.0
9	The Faculty is:	
	Over-staffed with instructors	19.1
	Under-staffed with instructors	48.5
	All-right the way it is	32.4
10	Emphasis should be placed on the following disciplines:	
	A - Economics	0.9
	B - Quantitative methods	0.9
	C - Behavioral science	1.3
	A and B above	8.5
	A and C above	6.0
	B and C above	9.8
	All three of the above	72.6
11	Courses of most interest to students:	
	Organizational behavior and theory	11.6
	Probability/statistics/computer	5.3
	Production/management science	4.0
	Business economics	9.3
	Accounting	10.0
	Finance	13.9
	Marketing	20.9
	Industrial Relations	8.6
	Business policy/law	16.5

APPENDIX D-9

DISTRIBUTION OF STUDENTS BY YEAR OF STUDY AND "EXTENT TO WHICH FACULTY IS MEETING THEIR OBJECTIVES"

(In percentage of students)

Year of Studies	Degree to which objectives are met (scaled)					Total
	Large Extent	-	Half the Time	-	Not at All	
1	0.0	0.0	100.0	0.0	0.0	1.8
2	0.0	9.1	36.4	36.4	18.2	4.8
3	5.1	30.8	37.2	25.6	1.3	34.2
4	3.4	28.4	45.5	21.6	1.1	38.6
5	4.0	40.0	32.0	16.0	8.0	11.0
6	0.0	45.5	40.9	13.6	0.0	9.6
Total	3.5	30.7	41.2	21.9	2.6	100.0

Observed X^2 Value (20 d.f.) = 30.16

Significant at less than .10 level

APPENDIX D-10

DISTRIBUTION OF STUDENTS BY FATHER'S OCCUPATION AND BY FACTORS INFLUENCING ENROLLMENT

(In percentage of students)

Father's Occupation**	Factors Influencing Enrolment*					
	a	b	c	d	e	Total
1	63.4	4.9	2.0	4.9	24.4	40.2
2	72.1	2.1	2.1	4.3	19.1	23.0
3	47.1	0.0	0.0	11.8	41.2	8.3
4	60.0	0.0	3.3	6.7	30.0	14.7
5	67.9	0.0	0.0	0.0	32.1	13.7
Total	64.2	2.5	2.0	4.9	26.5	100.0

Observed X^2 Value (16 d.f.) = 12.71

Significant $< .75$

*Factors Influencing Enrollment
- a Personally value a business education
- b Parent's choice
- c Friends enrolled in the Faculty
- d Society values a business education
- e No other faculty of interest

**Father's Occupation
- 1 Professional
- 2 Proprietor
- 3 Clerical, sales
- 4 Skilled, technical
- 5 Semi-skilled

APPENDIX D-11

DISTRIBUTION OF STUDENT LEVELS OF SATISFACTION WITH VARIOUS FEATURES OF THE FACULTY OF BUSINESS ADMINISTRATION AND COMMERCE

(In Percentages)

Faculty Variable	Level of Satisfaction					median level
	very high (1)	above average (2)	average (3)	below average (4)	very low (5)	
Academic Staff						
Qualifications	9.6	48.0	35.8	6.1	0.4	2.34
Prepared for teaching	3.0	22.6	53.6	18.3	2.6	2.97
Helping attitude	6.0	34.9	44.3	12.8	2.1	2.71
Friendly attitude	4.7	38.9	40.6	12.8	3.0	2.67
Innovative attitude	2.1	18.7	43.8	26.8	8.5	3.12
Knowledge of courses	11.8	47.3	38.0	2.5	0.4	2.31
Organization	2.1	20.4	59.6	15.3	2.6	2.96
Instruction						
Length of lectures	4.3	20.3	68.1	6.0	1.3	2.87
Class size	3.8	21.9	30.8	21.1	22.4	3.29
Number of Seminars	1.7	8.6	40.8	24.9	24.0	3.47
Amount of Debate	0.0	17.2	32.8	30.7	19.3	3.50
Latest instruction	0.9	11.2	41.4	33.6	12.9	3.42
School Prestige						
Compared to others	5.5	34.0	37.8	18.5	4.2	2.78
Curriculum						
Elective availability	5.0	28.2	32.4	27.7	6.7	3.02
Choose own route	8.4	29.3	33.9	19.7	8.8	2.86
Application of theory	1.3	5.9	30.5	41.4	20.9	3.80
Quantity of courses	2.9	27.6	53.1	13.0	3.3	2.87
Variety of courses	3.0	25.7	44.3	21.5	5.5	2.98
Tailored to students	0.4	15.8	29.2	40.4	14.2	3.61
Are realistic	0.0	8.0	33.6	37.0	21.4	3.73
Canadian oriented	0.4	10.6	25.4	41.1	22.5	3.83
Are future oriented	1.7	24.8	40.3	25.2	8.0	3.08

APPENDIX D-11 (Continued)

Faculty Variable	Level of Satisfaction					median level
	very high (1)	above average (2)	average (3)	below average (4)	very low (5)	
Examinations						
Marking policy	2.5	16.9	41.8	19.4	19.4	3.23
Drive for marks	4.3	21.4	45.7	19.2	9.4	3.03
Grades for exams	5.5	22.4	40.5	21.1	10.5	3.05
Class participation	3.0	11.0	33.5	27.1	25.4	3.59
Student/Staff Relation						
Instructor available	1.7	22.6	39.3	27.6	8.8	3.15
Student opinion valued	0.8	12.6	48.3	29.8	8.4	3.26
Student complaints	0.4	16.0	39.7	36.3	7.6	3.35
Administration						
Registration procedure	3.0	9.7	29.5	29.5	28.3	3.76
Course scheduling	1.7	13.9	41.8	28.3	14.3	3.32
Information source	1.7	13.4	30.7	36.1	18.1	3.62
Calendar usefulness	2.5	23.1	38.7	23.1	12.6	3.13
Course changes policy	4.2	17.8	46.6	19.1	12.3	3.10
Student Services						
Counselling	3.0	11.2	52.2	18.5	15.1	3.19
Health Services	9.8	29.1	48.3	7.7	5.1	2.73
Extra curricular	8.1	31.5	41.7	12.8	6.0	2.75
Manpower	4.3	20.9	39.1	21.7	14.0	3.14
Bookstore	7.2	23.6	29.5	20.7	19.0	3.15
Classrooms						
Spaciousness	2.1	22.6	46.4	21.7	7.2	3.05
Lay out	1.3	16.1	45.8	25.8	11.0	3.21
Convenience	3.8	24.8	37.8	26.9	6.7	3.07
Library						
Information source	10.5	43.7	31.9	10.5	3.4	2.40
Current material	8.8	39.1	35.3	10.9	5.9	2.56

APPENDIX D-11 (Continued)

Faculty Variable	Level of Satisfaction					median level
	very high (1)	above average (2)	average (3)	below average (4)	very low (5)	
Technical Facilities						
Computer services	10.3	37.3	38.6	9.0	4.7	2.56
Audio/visual	4.0	21.1	45.8	17.2	11.9	3.04
Laboratory equipment	2.7	13.2	55.0	15.9	13.2	3.12
Student Lounges						
Quality	1.7	13.5	24.1	38.8	21.9	3.78
Location	2.6	18.3	36.6	23.8	18.7	3.30
Parking facilities						
Quality	0.0	3.0	16.5	27.4	53.0	4.61
Location	0.4	3.0	23.8	25.5	47.2	4.39
Bus service to campus	10.8	29.3	40.9	10.8	8.2	2.74

[3]The items in this section of the study refer to questions in the Student Survey Questionnaire, (Appendix A), level of satisfaction section.

APPENDIX D-12

DISTRIBUTION OF STUDENTS BY STATUS (Undergraduate, Graduate) AND LEVEL OF SATISFACTION

(In Percentages)

Satisfaction Variable	Student Status	Level of Satisfaction: Very High	Above Average	Average	Below Average	Very Low
"Instructors innovative attitude"	U	2.2	16.2	42.7	28.6	10.7
	G	0.0	29.2	52.1	16.7	2.1
		Observed X^2 Value (4 d.f.)= 10.24 Significant $<.05$				
"Amount of debate and discussion"	U	0.0	11.7	33.0	33.5	21.8
	G	0.0	37.5	31.3	22.9	8.3
		Observed X^2 Value (3 d.f.)= 20.06 Significant $<.005$				
"Availability of electives"	U	5.3	31.9	31.9	27.1	3.7
	G	4.2	12.5	37.5	31.3	14.6
		Observed X^2 Value (4 d.f.)= 13.45 Significant $<.01$				
"Courses tailored to meet student preferences"	U	0.5	17.5	25.4	45.0	11.6
	G	0.0	10.2	44.9	24.5	20.4
		Observed X^2 Value (4 d.f.)= 12.8 Significant $<.025$				
"Courses deal with realistic problems"	U	0.0	7.0	31.6	41.2	20.3
	G	0.0	12.2	40.8	22.4	24.5
		Observed X^2 Value (3 d.f.)= 6.32 Significant $<.01$				
"Courses are future oriented"	U	1.6	20.9	42.2	27.8	7.5
	G	2.0	38.8	34.7	14.3	10.2
		Observed X^2 Value (4 d.f.)= 8.85 Significant $<.10$				
"Instructors satisfy student complaints"	U	0.0	13.4	39.0	39.0	8.6
	G	2.1	27.1	41.7	25.0	4.2
		Observed X^2 Value (4 d.f.)= 11.45 Significant $<.025$				
"Library as a source of current material"	U	10.1	41.0	35.6	10.1	3.2
	G	4.1	32.7	32.7	14.3	16.3
		Observed X^2 Value (4 d.f.)= 14.35 Significant $<.01$				

APPENDIX D-13

DISTRIBUTION OF STUDENTS BY TRANSFER FROM HIGH SCHOOL AND LEVEL OF SATISFACTION

(In Percentages)

Satisfaction Variable	Transfer Pattern*	Level of Satisfaction: Very High	Above Average	Average	Below Average	Very Low
"Courses tailored to meet student preferences"	D	0.0	16.8	21.0	42.9	19.3
	I	0.8	14.8	37.7	37.7	9.0
		Observed X^2 Value (4 d.f.)= 11.77				
		Significant $<.025$				
"Drive for marks"	D	1.7	20.7	39.7	23.3	14.7
	I	6.7	21.8	51.3	16.0	4.2
		Observed X^2 Value (4 d.f.)= 13.68				
		Significant $<.01$				

*Transfer pattern: D - Students who came directly to the University of Alberta from high school.

I - Students who did not come directly to the University of Alberta from high school.

APPENDIX D-14

DISTRIBUTION OF STUDENTS BY ORIGIN AND LEVEL OF SATISFACTION

(In Percentages)

Satisfaction Variable	Student* Origin	Level of Satisfaction: Very high	Above Average	Average	Below Average	Very Low
"Prestige of Faculty as compared to"	A	7.4	34.6	31.5	21.0	5.6
	OA	1.5	36.9	49.2	12.3	0.0
		Observed X^2 Value (4 d.f.)= 12.35				
		Significant .025				
"Courses deal with realistic problems"	A	0.0	6.2	30.2	37.7	25.9
	OA	0.0	9.2	44.6	32.3	13.8
		Observed X^2 Value (3 d.f.)= 6.78				
		Significant .10				
"Courses are Canadian oriented"	A	0.0	8.1	24.2	39.8	28.2
	OA	1.6	14.1	29.7	42.2	12.5
		Observed X^2 Value (4 d.f.)= 9.43				
		Significant .10				

*Student Origin:

A - Students with home town in Alberta.

OA - Students with home town outside of Alberta.

APPENDIX D-15

DISTRIBUTION OF FACULTY MEMBERS BY NUMBER OF YEARS ON STAFF

(As of Janury 1st, 1973)

Years on Staff	Number of Faculty	Percentage
Less than 1	3	9.4
1	7	21.8
2	3	9.4
3	9	28.2
4	3	9.4
5	3	9.4
6	1	3.1
7	1	3.1
8	1	3.1
11	1	3.1
Total	32	100.0

Median number of years on staff 3.3 years.

APPENDIX D-16
DISTRIBUTION OF FACULTY MEMBER ACTIVITY BY DIVISION OF TIME

A. ACTUAL AND IDEAL DIVISION OF TIME

Type of Activity	Mean "Actual" Percentage of Time	Mean "Ideal" Percentage of Time
Student instruction, preparation and supervision	54.5	46.3
Research and writing	28.2	41.6
Academic administration	17.3	12.1
Total	100.0	100.0

B. ACTIVITY BY ACTUAL HOURS PER MONTH

Type of Activity	Mean Hours Per Month
Extension work such as teaching in non-degree programmes, evening classes.	11.8
Professional activities outside university (conferences, community services).	8.8
Consulting and business activities.	7.7
Total	28.3

APPENDIX D-17

DISTRIBUTION OF FACULTY MEMBER ATTITUDES TOWARD BUSINESS EDUCATION AS EXPRESSED BY RESPONSES TO RATED FACTORS

Item	Rating Question Content	(Percentage Response) Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
1	Research funds for Business Administration and Commerce projects are adequate.	0.0	30.0	13.3	33.3	23.3
2	Business instructors lack communication with the business community.	17.2	51.7	31.0	0.0	0.0
3	Business instructors lack communication with government agencies.	20.7	34.5	37.9	6.9	0.0
4	Business experience is a necessary prerequisite to teaching.	16.7	16.7	13.3	33.3	20.0
5	Business instructors would make successful business men.	0.0	22.2	48.1	14.8	14.8
6	The business community should play a more active role in business education.	6.7	36.7	33.3	23.3	0.0
7	A man who produces effectively guarantees his own success.	27.6	41.4	13.8	10.3	6.9
8	Tenure is necessary for instructors in the Faculty of Business.	24.1	44.8	13.8	13.8	3.4

APPRENDIX D-18

DISTRIBUTION OF FACULTY MEMBER ATTITUDES TOWARD BUSINESS EDUCATION AS EXPRESSED BY RESPONSES TO MULTIPLE CHOICE FACTORS

Item	Content and Responses	Percentage of * Faculty Members
1	If you could earn 25% more money working for someone else, would you?	
	Yes	16.1
	No	
2	Favor full time year-round operation of regular business classes.	
	Yes	58.1
	No	35.5
3	Favor a cooperative education program with interspersing of alternate work and study periods.	
	Yes	80.6
	No	6.5
	No opinion	6.5
4	Would you prefer to see Faculty enrollment:	
	Stay the same	35.5
	Increase	35.5
	Decrease	19.4
5	The Faculty of Business is:	
	Over-staffed with instructors	6.5
	Under-staffed with instructors	77.4
	All-right the way it is	12.9
6	A student should be substantially dependent on his own resources and allowed to proceed at his own pace.	
	Yes	54.8
	No	25.8
	No opinion	16.1

*Percentage responses do not total 100 because of missing values or duplication.

APPENDIX D-18 (Continued)

Item	Content and Responses	Percentage of Faculty Members
7	The business student who works hard academically should be awarded recognition in terms of:	
	Monetary rewards	10.7
	Position of authority	7.1
	Community appreciation	7.1
	Other (specify)	60.7
8	The business instructor who works hard academically should be awarded recognition in terms of:	
	Monetary rewards	29.0
	Position of authority	3.2
	Community appreciation	3.2
	Other	58.1
9	Who should provide leadership propagation and formulation of thought and action in business.	
	A. The business sector	6.5
	B. Technical schools	0.0
	C. Universities	12.9
	A and B above	0.0
	A and C above	35.5
	B and C above	3.2
	All three above	38.7
10	Do you ever communicate with members of the business community in a professional capacity.	
	Yes	87.1
	No	9.7
	If Yes, is it on your initiative?	
	Yes	67.7
	No	9.7

APPENDIX D-19

DISTRIBUTION OF FACULTY MEMBER LEVELS OF SATISFACTION WITH VARIOUS FEATURES OF THE FACULTY OF BUSINESS ADMINISTRATION AND COMMERCE

(In Percentages)

Faculty Variable	Level of Satisfaction					
	Very High (1)	Above Average (2)	Average (3)	Below Average (4)	Very Low (5)	Median level
Students						
Initiative	3.6	7.1	21.4	60.7	7.1	3.79
Drive	3.6	3.6	32.1	53.6	7.1	3.70
Self-discipline	3.6	0.0	46.4	42.9	7.0	3.50
Respect for authority	3.6	32.1	50.0	10.7	3.6	2.79
Independence	3.6	10.7	39.3	35.7	10.7	3.41
Responsibility	3.4	6.9	55.2	27.6	6.9	3.22
Innovation	0.0	7.4	40.7	44.4	7.4	3.54
Future orientation	0.0	26.9	38.5	30.8	3.8	3.10
Communication ability	0.0	3.7	29.6	40.7	25.9	3.91
Canadian orientation	0.0	24.0	56.0	16.0	4.0	2.96
Profit orientation	7.7	15.4	65.4	7.7	3.8	2.91
Human relations	0.0	7.4	66.7	18.5	7.4	3.14
Coordination	0.0	0.0	69.6	21.7	8.7	3.22
Conceptualization	0.0	3.7	37.0	44.4	14.8	3.71
Instruction						
Length of lectures	6.9	10.3	75.9	3.4	3.4	2.93
Class size	6.9	10.3	27.6	34.5	20.7	3.65
Prestige of School						
Compared to others	3.3	53.3	30.0	10.0	3.3	2.38
Courses						
Quality offered	7.1	32.1	46.4	14.3	0.0	2.73
Variety offered	7.1	25.0	42.9	25.0	0.0	2.92
Tailored to preference	3.4	13.8	51.7	24.1	6.9	3.13
Student Evaluation						
Marking policy	0.0	3.4	62.1	17.2	17.2	3.25
Administration						
Remuneration	3.6	25.0	57.1	10.7	3.6	2.88
Participation degree	7.1	28.6	50.0	14.3	0.0	2.79
Instructor cooperation	3.6	35.7	35.7	10.7	14.3	2.80

APPENDIX D-19 (Continued)

Faculty Variable	Level of Satisfaction					Median level
	Very High (1)	Above Average (2)	Average (3)	Below Average (4)	Very Low (5)	
Classrooms						
Spaciousness	3.6	17.9	57.1	17.9	3.6	3.00
Lay out	0.0	14.3	32.1	32.1	21.4	3.61
Location convenience	3.6	28.6	42.9	7.1	17.9	2.92
Library						
Source of information	3.6	10.7	53.6	28.6	3.6	3.17
Current material	0.0	7.1	60.7	28.6	3.6	3.21
Technical Facilities						
Computer services	10.7	53.6	28.6	7.1	0.0	2.23
Audio/visual equipment	7.4	44.4	37.0	7.4	3.7	2.46
Laboratory equipment	0.0	28.6	61.9	4.8	4.8	2.85
Staff Lounges						
Quantity	0.0	3.6	3.6	25.0	67.9	4.76
Location	0.0	0.0	3.8	26.9	69.2	4.78
Parking Facilities						
Quantity	3.8	11.5	73.1	0.0	11.5	3.21
Location	3.8	7.7	73.1	0.0	15.4	3.29
Bus service to campus	4.3	34.8	47.8	13.0	0.0	2.73
Offices for Instructors						
Lay out	0.0	25.0	42.9	21.4	10.7	3.08
Spaciousness	0.0	28.6	53.6	7.1	10.7	2.90
Location	0.0	32.1	35.7	21.4	10.7	3.00
School Services						
Mail service	0.0	25.0	67.9	3.6	3.6	2.87
Xerox budget	0.0	32.1	53.6	10.7	3.6	2.83
Secretaries	0.0	21.4	39.3	17.9	21.4	3.23
Travel allowance	0.0	39.3	39.3	17.9	3.6	2.77
Duplicating service	7.1	39.3	42.9	3.9	7.1	2.58
Journal expense	10.7	46.4	32.1	0.0	10.7	2.35

APPENDIX D-20

DISTRIBUTIONS OF BUSINESS COMMUNITY MEMBERS BY MARITAL STATUS, LEVEL OF EDUCATION, AND ANNUAL INCOME[4]

Item	Content and Responses	Percentage of Members
7	Marital Status	
	Married	73.7
	Single	21.1
	Widowed	2.6
	Divorced	2.6
8	Level of Education	
	Grade School (8 years of schooling)	2.6
	Some High School (Grades 9, 10, 11)	10.5
	High School Diploma	31.6
	Undergraduate or Technical training	36.8
	Graduate Training	18.4
9	Annual Income	
	Less than $5000	13.5
	$5001 - $10,000	16.2
	$10,001 - $15,000	35.1
	$15,001 - $25,000	29.7
	Over $25,001	5.4

[4]Items referenced in this section of the study refer to questions in the Business Community Member Survey, (Appendix C), background section.

APPENDIX D-21

DISTRIBUTION OF BUSINESS COMMUNITY MEMBERS BY BUSINESS CHARACTERISTICS

Item	Content and Responses	Percentage of Members
11	Profit of your firm as compared to others	
	Very High	6.5
	Above Average	25.8
	Average	61.3
	Below Average	6.5
12	Will your firm be operating 10 years from now?	
	Yes	97.2
	No	2.8
15	Your business or firm is	
	Privately owned	55.6
	Publicly owned	44.4
14	If you could make 25% more money working for someone else, would you?	
	Yes	45.7
	No	54.3
	Does your company have a formal training program?	
	Yes	48.6
	No	51.4
	Your firm recruits most of its employees through:	
	Canada Manpower	17.6
	Independent employment agencies	8.8
	Own Personnel department	50.0
	Other	23.5
	When your firm hires a person to fill a business related position, experience is:	
	very important	31.4
	important	34.3
	neutral	31.4
	unimportant	0.0
	very unimportant	2.9

APPENDIX D-22

DISTRIBUTION OF BUSINESS COMMUNITY MEMBER ATTITUDES TOWARD BUSINESS EDUCATION[5]

Item	Content and Responses	Percentage of Business Community Members
1	Most important aspect of business education	
	Acquire knowledge and skills	73.6
	Widen range of interest	18.4
	Personal improvement and growth	7.9
2	Are you in favor of full time year-round operation of regular business classes?	
	Yes	70.3
	No	8.1
3	Academic hard work should be awarded recognition in terms of:	
	Monetary rewards	26.3
	Position of authority	10.5
	Community appreciation	10.5
	Other	47.4
4	Are you in favor of a cooperative education program?	
	Yes	81.6
	No	5.3
	No opinion	13.2
5	The business community should play a more active role in business education.	
	Agree strongly	63.2
	Agree	26.3
	Neutral	7.9
	Disagree	2.6
6	Who is expected to provide leadership in the formulation of new business ideas?	
	A The business sector	23.7
	B Technical schools	5.3
	C Universities	0.0
	D A and B above	15.8
	E A and C above	13.2
	F B and C above	10.5
	G A and B and C above	31.6

[5]The items referenced in this section of the study refer to questions in the Business Community Survey, (Appendix C), business education section.

APPENDIX D-22 (Continued)

Item	Content and Responses	Percentage of Business Community Members
7	University instructors have been accused of lacking communication with the business sector.	
	Agree strongly	28.9
	Agree	26.3
	Neutral	31.6
	Disagree	5.3
	Disagree strongly	5.3
8	Business experience is a necessary prerequisite for teaching business subjects.	
	Agree strongly	78.9
	Agree	10.5
	Neutral	5.3
	Disagree	5.3
9	Do you ever communicate with members of the Faculty?	
	Yes	44.7
	No	55.3
	If Yes, is it on your initiative?	
	Yes	36.8
	No	7.9
11	Have you ever attended a Faculty sponsored seminar for businessmen?	
	Yes	28.9
	No	71.1
12	Has any Faculty of Business student ever approached you to do a study of your business?	
	Yes	36.8
	No	60.5
	If Yes, was your firm receptive to his request?	
	Yes	36.8
	No	2.6
13	Does your firm currently offer any financial assistance to business students?	
	Yes	10.5
	No	78.9

APPENDIX D - 22 (Continued)

Item	Content and Responses	Percentage of Business Community Members
14	What characteristics would you prefer business students to have?	
	Great depth in a specialized field	7.9
	Broad comprehensive background	52.6
	Extensive experience suitable to your firm	18.4
	Other	13.2
15	Business instructors would make successful businessmen?	
	Agree	5.3
	Neutral	39.5
	Disagree	34.2
	Disagree strongly	21.1
16	Business instructors should spend more time consulting for business?	
	Agree strongly	13.2
	Agree	36.8
	Neutral	31.6
	Disagree	13.2
	Disagree strongly	5.3
18	Do you agree that a man who produces effectively guarantees his own success?	
	Agree strongly	47.4
	Agree	39.5
	Neutral	10.5
22	Courses of importance to your firm.	
	Organizational behavior	17.5
	Probability/Statistics/Computer	6.6
	Production/management science	13.2
	Business economics	14.1
	Accounting	20.2
	Finance	7.9
	Marketing	5.3
	Industrial Relations	0.0
	Business law/policy	7.9

APPENDIX D-23

SALARY AND EXPERIENCE LEVELS BY EDUCATIONAL ATTAINMENT AS INDICATED BY BUSINESS COMMUNITY MEMBERS[6]

A. SALARY LEVELS[1]

Educational Qualification	Average Starting Salary per Month
Grade 12	$400
Technical School Diploma/business	$519
Bachelor of Commerce Degree	$595
Master of Business Administration	$725

B. EXPERIENCE LEVELS[2]

Educational Qualification	Years of experience required by person with Grade 12
Technical School Diploma/business	2.5 years
Bachelor of Commerce Degree	3.6 years
Master of Business Administration	5.6 years

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[6] The numerical values presented are the mean of the values indicated by business members.

[1] See Appendix C, education section, question 19, for further reference.

[2] See Appendix C, education section, question 20, for further reference.

APPENDIX D-24

A DISTRIBUTION OF STUDENT HIRING BY THE RECRUITING POLICIES OF THE BUSINESS COMMUNITY

(In percentages of business respondents)

Where does your firm recruit its employees?	Has your firm ever hired a Faculty of Business student?	
	Yes	No
Canada Manpower	8.3	25.0
Independent Agency	0.0	15.0
Own Personnel Department	75.0	30.0
Other	16.7	30.0

Observed X^2 Value (3 d.f.)= 13.36

Significant at less than .005 level

APPENDIX D-25

A DISTRIBUTION OF STUDENT HIRING BY BUSINESS COMMUNITY ATTENDANCE AT FACULTY SEMINARS

(In percentage of business respondents)

Has any member of your firm attended a Faculty seminar?	Has your firm ever hired a Faculty of Business student?	
	Yes	No
Yes	60.0	40.0
No	25.0	75.0

Observed X^2 Value (1 d.f.)= 6.12

Significant at less than .025 level

APPENDIX D-26

A DISTRIBUTION OF STUDENT HIRING BY THE EXISTENCE OF FORMAL TRAINING PROGRAMS IN BUSINESS

(In percentages of business respondents)

Does your firm have a formal training program?	Has your firm ever hired a Faculty of Business student?	
	Yes	No
Yes	66.7	36.4
No	33.3	63.6

Observed X^2 Value (1 d.f.) = 4.57

Significant at less than .05 level

APPENDIX D-27

DISTRIBUTION OF BUSINESS MEMBERS LEVELS OF SATISFACTION WITH FACULTY STUDENT CHARACTERISTICS

(In percentages of business respondents)

Faculty Student Characteristic	Level of Satisfaction					Median level
	very high (1)	above average (2)	average (3)	below average (4)	very low (5)	
Qualifications						
Canadian knowledge	0.0	22.2	66.7	11.1	0.0	2.92
Operating machines	10.0	10.0	70.0	0.0	10.0	3.14
Knowledge of theory	8.3	41.7	50.0	0.0	0.0	2.50
Applying theory	9.1	9.1	63.6	18.2	0.0	3.00
Technical knowledge	9.1	27.3	54.5	9.1	0.0	2.75
Thinking ability	18.2	54.5	27.3	0.0	0.0	2.08
Human relations	8.3	33.3	50.0	8.3	0.0	2.67
Communications ability	16.7	16.7	41.7	16.7	8.3	2.90
Organization	9.1	18.2	54.5	9.1	9.1	2.92
Job coordination	0.0	27.3	63.6	0.0	9.1	3.04
Relative qualifications	9.1	18.2	45.5	18.2	9.1	3.00
Attitudes						
Initiative	25.0	25.0	50.0	0.0	0.0	2.50
Drive	16.7	41.7	33.3	8.3	0.0	2.30
Health	16.7	33.3	50.0	0.0	0.0	2.50
Self-discipline	16.7	33.3	41.7	8.3	0.0	2.50
Respect for Authority	16.7	16.7	58.3	8.3	0.0	2.79
Independence	16.7	25.0	58.3	0.0	0.0	2.64
Responsibility	16.7	41.7	41.7	0.0	0.0	2.30
Innovative	18.2	45.5	36.4	0.0	0.0	2.20
Future orientation	18.2	27.3	45.5	9.1	0.0	2.60
Canadian orientation	9.1	0.0	81.8	9.1	0.0	2.75
Profit orientation	9.1	18.2	54.5	9.1	9.1	2.92

APPENDIX E

APPENDIX E-1
A COMPARISON OF STUDENT, FACULTY, AND BUSINESS COMMUNITY MEMBER RESPONSES

Item	Content and Responses	Student Percentage	Faculty Percentage	Business Percentage
1	"Important aspects of business education"	n = 239	n = 29	n = 66
	Acquire skills	49.4	41.4	73.7
	Widen interests	21.8	20.7	18.4
	Personal growth	17.6	37.9	7.9
	Widen contacts	3.3	0.0	0.0
	Uncertain	7.9	0.0	0.0
2	"Recognition for hard work"	n = 240	n = 29	n = 72
	Monetary rewards	38.2	31.0	27.8
	Community appreciation	9.9	3.4	11.1
	Position of authority	19.3	3.4	11.1
	Other	32.5	62.0	50.0
3	"Are you in favor of cooperative education?"	n = 240	n = 29	n = 76
	Yes	75.0	86.2	81.6
	No	12.1	6.9	5.3
	No opinion	12.9	6.9	13.2
4	"Are you in favor of full year operation of regular business classes?"	n = 241	n = 29	n = 74
	Yes	65.1	62.1	70.3
	No	26.1	37.9	8.1
	No opinion	8.7	0.0	21.6

APPENDIX E-2

A COMPARISON OF STUDENT AND FACULTY MEMBER RESPONSES

Item	Content and Responses	Student Percentage	Faculty Percentage
1	"A student should be dependent on his own resources"	n = 240	n = 30
	Yes	56.7	56.7
	No	32.1	26.7
	No opinion	11.2	16.7
2	"Faculty enrollment should:"	n = 229	n = 28
	Stay the same	44.5	39.3
	Increase	14.4	39.3
	Decrease	41.0	21.4
3	"Satisfaction with lecture length"	n = 242	n = 31
	Very high	4.3	6.9
	Above average	20.3	10.3
	Average	68.1	75.9
	Below average	6.0	3.4
	Very low	1.3	3.4
4	"Satisfaction with class size"	n = 237	n = 29
	Very high	3.8	6.9
	Above average	21.9	10.3
	Average	30.8	27.6
	Below average	21.1	34.5
	Very low	22.4	20.7
5	"Satisfaction with prestige of school"	n = 238	n = 30
	Very high	5.5	3.3
	Above average	34.0	53.3
	Average	37.8	30.0
	Below average	18.5	10.0
	Very low	4.2	3.3

APPENDIX E-2 (Continued

Item	Content and Responses	Student Percentage	Faculty Percentage
6	"Satisfaction with quantity of courses offered"	n = 239	n = 28
	Very high	2.9	7.1
	Above average	27.6	32.1
	Average	53.1	46.4
	Below average	13.0	14.3
	Very low	3.3	0.0
7	"Satisfaction with variety of courses offered"	n = 237	n = 28
	Very high	3.0	7.1
	Above average	25.7	25.0
	Average	44.3	42.9
	Below average	21.5	25.0
	Very low	5.5	0.0
8	"Satisfaction with courses tailored to student needs"	n = 240	n = 29
	Very high	0.4	3.4
	Above average	15.8	13.8
	Average	29.2	51.7
	Below average	40.0	24.1
	Very low	14.2	6.9
9	"Satisfaction with marking policy of institution"	n = 237	n = 29
	Very high	2.5	0.0
	Above average	16.9	3.4
	Average	41.8	62.1
	Below average	19.4	17.2
	Very low	19.4	17.2
10	"Satisfaction with class space"	n = 239	n = 28
	Very high	2.1	3.6
	Above average	22.6	17.9
	Average	46.4	57.1
	Below average	21.7	17.9
	Very low	7.2	3.6

APPENDIX E-2 (Continued)

Item	Content and Responses	Student Percentage	Faculty Percentage
11	"Satisfaction with class layout"	n = 236	n = 28
	Very high	1.3	0.0
	Above average	16.1	14.3
	Average	45.8	32.1
	Below average	25.8	32.1
	Very low	11.0	21.4
12	"Satisfaction with convenience of class location"	n = 238	n = 28
	Very high	3.8	3.6
	Above average	24.8	28.6
	Average	37.8	42.9
	Below average	26.9	7.1
	Very low	6.7	17.9
13	"Satisfaction with the library as source of information"	n = 238	n = 28
	Very high	10.5	3.6
	Above average	43.7	10.7
	Average	31.9	53.6
	Below average	10.5	28.6
	Very low	3.4	3.6
14	"Satisfaction with the library as a source of current material"	n = 238	n = 28
	Very high	8.8	0.0
	Above average	39.1	7.1
	Average	35.3	60.7
	Below average	10.9	28.6
	Very low	5.9	3.6
15	"Satisfaction with computer services"	n = 233	n = 28
	Very high	10.3	10.7
	Above average	37.3	53.6
	Average	38.6	28.6
	Below average	9.0	7.1
	Very low	4.7	0.0

APPENDIX E-2 (Continued)

Item	Content and Responses	Student Percentage	Faculty Percentage
16	"Satisfaction with audio visual aids"	n = 227	n = 27
	Very high	4.0	7.4
	Above average	21.1	44.4
	Average	45.8	37.0
	Below average	17.2	7.4
	Very low	11.9	3.7
17	"Satisfaction with lab equipment"	n = 220	n = 21
	Very high	2.7	0.0
	Above average	13.2	28.6
	Average	55.0	61.9
	Below average	15.9	4.8
	Very low	13.2	4.8
18	"Satisfaction with quantity of parking"	n = 230	n = 26
	Very high	0.0	3.8
	Above average	3.0	11.5
	Average	16.5	73.1
	Below average	27.4	11.5
	Very low	53.0	0.0
19	"Satisfaction with location of parking"	n = 231	n = 26
	Very high	0.4	3.8
	Above average	3.0	7.7
	Average	23.8	73.1
	Below average	25.5	0.0
	Very low	47.2	15.4
20	"Satisfaction with bus service to campus"	n = 232	n = 23
	Very high	10.8	4.3
	Above average	29.3	34.8
	Average	40.9	47.8
	Below average	10.8	13.0
	Very low	8.2	0.0

APPENDIX E-3

A COMPARISON OF STUDENT AND BUSINESS COMMUNITY MEMBER RESPONSES

Item	Content and Responses	Student Percentage	Business Percentage
1	"Subject interest areas"	n = 234	n = 66
	Organization theory and behavior	11.6	17.5
	Probability/Statistics/ Computer	5.3	6.6
	Production/Management science	4.0	13.2
	Business economics and public policy	9.3	14.1
	Accounting	10.0	20.2
	Finance	13.9	7.9
	Industrial relations	8.6	0.0
	Marketing	20.9	5.3
	Business policy and Business law	16.4	7.9

APPENDIX E-4

A COMPARISON OF FACULTY AND BUSINESS MEMBER RESPONSES

Item	Content and Responses	Faculty Percentage	Business Percentage
1	"Faculty lack communication with business community"	n = 29	n = 74
	Agree strongly	17.2	29.7
	Agree	51.7	27.0
	Neutral	31.0	32.4
	Disagree	0.0	5.4
	Disagree strongly	0.0	5.4
2	"Business experience is necessary to teach"	n = 30	n = 76
	Agree strongly	16.7	78.9
	Agree	16.7	10.5
	Neutral	13.3	5.3
	Disagree	33.3	5.3
	Disagree strongly	20.0	0.0
3	"The business community should play a more active role in business education"	n = 30	n = 76
	Agree strongly	6.7	63.2
	Agree	36.7	26.3
	Neutral	33.3	7.9
	Disagree	23.3	2.6
	Disagree strongly	0.0	0.0
4	"Business instructors would make successful businessmen"	n = 27	n = 76
	Agree strongly	0.0	0.0
	Agree	22.2	5.3
	Neutral	48.1	39.5
	Disagree	14.8	34.2
	Disagree strongly	14.8	21.1

APPENDIX E-4 (Continued)

Item	Content and Responses	Faculty Percentage	Business Percentage
5	"A man who produces effectively insures his own success"	n = 29	n = 74
	Agree strongly	27.6	48.6
	Agree	41.4	40.5
	Neutral	13.8	10.8
	Disagree	10.3	0.0
	Disagree strongly	6.9	0.0
6	"If you could earn 25% more working somewhere else, would you?"	n = 25	n = 70
	Yes	16.1	45.7
	No	64.5	54.3
7	"Who should provide leadership in the formulation of new business ideas?"	n = 30	n = 76
	A Business sector	6.7	23.7
	B Technical schools	0.0	5.3
	C Universities	13.3	0.0
	D A and B above	0.0	15.8
	E A and C above	36.7	13.2
	F B and C above	3.3	10.5
	G A and B and C above	40.0	31.6
8	"Do you ever communicate with the Faculty/Business community in a professional capacity?"	n = 30	n = 76
	Yes	90.0	44.7
	No	10.0	55.3
	"If Yes, is it on your initiative?"	n = 24	n = 34
	Yes	87.5	82.4
	No	12.5	17.6

APPENDIX E-4 (Continued)

Item	Content and Responses	Faculty Percentage	Business Percentage
9	"Satisfaction with student initiative"	n = 28	n = 24
	Very high	3.6	25.0
	Above average	7.1	25.0
	Average	21.4	50.0
	Below average	60.7	0.0
	Very low	7.1	0.0
10	"Satisfaction with student drive"	n = 28	n = 24
	Very high	3.6	16.7
	Above average	3.6	41.7
	Average	32.1	33.3
	Below average	53.6	8.3
	Very low	7.1	0.0
11	"Satisfaction with student self-discipline"	n = 28	n = 24
	Very high	3.6	16.7
	Above average	0.0	33.3
	Average	46.4	41.7
	Below average	42.9	8.3
	Very low	7.1	0.0
12	"Satisfaction with student respect for authority"	n = 28	n = 24
	Very high	3.6	16.7
	Above average	32.1	16.7
	Average	50.0	58.3
	Below average	10.7	8.3
	Very low	3.6	0.0
13	"Satisfaction with student independence"	n = 28	n = 24
	Very high	3.6	16.7
	Above average	10.7	25.0
	Average	39.3	58.3
	Below average	35.7	0.0
	Very low	10.7	0.0

APPENDIX E-4 (Continued)

Item	Content and Responses	Faculty Percentage	Business Percentage
14	"Satisfaction with student responsibility"	n = 29	n = 24
	Very high	3.4	16.7
	Above average	6.9	41.7
	Average	55.2	41.7
	Below average	27.6	0.0
	Very low	6.9	0.0
15	"Satisfaction with student innovation"	n = 27	n = 22
	Very high	0.0	18.2
	Above average	7.4	45.5
	Average	40.7	36.4
	Below average	44.4	0.0
	Very low	7.4	0.0
16	"Satisfaction with student future orientation"	n = 26	n = 22
	Very high	0.0	18.2
	Above average	26.9	27.3
	Average	38.5	45.5
	Below average	30.8	9.1
	Very low	3.8	0.0
17	"Satisfaction with student communications"	n = 27	n = 24
	Very high	0.0	16.7
	Above average	3.7	16.7
	Average	29.6	41.7
	Below average	40.7	16.7
	Very low	25.9	8.3

APPENDIX E-4 (Continued)

Item	Content and Responses	Faculty Percentage	Business Percentage
18	"Satisfaction with Canadian orientation"	n = 25	n = 22
	Very high	0.0	9.1
	Above average	24.0	0.0
	Average	56.0	81.8
	Below average	16.0	9.1
	Very low	4.0	0.0
19	"Satisfaction with profit orientation"	n = 26	n = 22
	Very high	7.7	9.1
	Above average	15.4	18.2
	Average	65.4	54.5
	Below average	7.7	9.1
	Very low	3.8	9.1
20	"Satisfaction with human relations ability"	n = 27	n = 24
	Very high	0.0	8.3
	Above average	7.4	33.3
	Average	66.7	50.7
	Below average	18.5	8.3
	Very low	7.4	0.0
21	"Satisfaction with student coordination"	n = 23	n = 22
	Very high	0.0	0.0
	Above average	0.0	27.3
	Average	69.6	63.6
	Below average	21.7	0.0
	Very low	8.7	9.1